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South African dilemma

The gathering crisis in South Africa has exposed both the fragility and the immobility of Mr Botha's apartheid regime. At the same time it has disposed of the two strongest arguments against the imposition of economic sanctions; that white domination in South Africa is strongly entrenched and the Government there could easily circumvent the economic challenge of sanctions, and that Mr Botha has already embarked on a slow but sure reform that will lead eventually to the radical modification, if not the total abolition, of apartheid.

Recent events in South Africa, flashed round the world on nightly TV screens, have demonstrated that neither argument is any longer defensible. Far from appearing an iron regime that can suppress domestic discontent and ignore international condemnation, the South African regime has an increasing resemblance to the tottering Bourbons. The imposition of effective sanctions against such a shaky Government might produce real change within South Africa rather than just seeming a self-satisfied Pontius Pilate demonstration of outraged morality. Nor has that convenient interpretation of Mr Botha as a secret reformer survived the riots and the shootings. No sensible person can now imagine that apartheid is about to dismantle itself.

For higher education in Britain the issue of South Africa is very close to home, near-to-the-bone some might say. It is also a confused and confusing issue. Despite South Africa's departure from the Commonwealth more than 20 years ago close academic links have persisted, especially with the English-speaking universities. On the other hand, many exiles from South Africa driven from their native country by a love of racial justice and of the uncountaminated truth have made their careers and homes in British universities or polytechnics. Under these contrary circumstances a degree of schizophrenia about the right attitude to South Africa is inevitable.

So the arguments have swung back and forth between those who argue that it is vital to sustain a free university tradition in South Africa by keeping open the lines of communication and those who argue that sanctions against

South Africa are the only way to reform apartheid short of violent revolution, that the universities cannot be isolated as an exceptional case, and that an academic boycott is both necessary and just. Both arguments have to be treated with respect. The universities have provided a refuge for some of the most effective critics of apartheid and expertly have tried to resist the harshest applications of this evil ideology to their own practices. Yet in other ways they have had to compromise daily, weekly, monthly, yearly with an oppressive regime.

The resolution of this argument cannot be indefinitely delayed. The events of the past months in South Africa mean that British higher education - institutions, departments, individuals - will have to take up clearer positions on how to combat apartheid. It will no longer be enough to turn over the arguments once more in our minds, weigh them judiciously and then arrive at no proper conclusion. If demands for economic sanctions rise to such a level that they put serious pressure on American and European politicians to curb trade with South Africa then the case for a more deliberate academic boycott will become much less resistable.

Back in South Africa the position of the universities is also likely to be affected by the political volatility in that country as the Government struggles to suppress disorder and its more violent critics and to appease milder opponents of the regime. So higher education as a base for opponents of apartheid may be caught up in this repression, while as an arena in which petty and therefore dispensable apartheid continues to operate it may benefit from any limited liberalization in which Mr Botha dares to indulge.

A brief review of how important an issue South Africa has become on American campuses should convince those who complacently imagine that the old almost stately round of arguments between the "communicators" and the "boycotters" will continue undisturbed in Britain. In the United States many universities have come under intense pressure to sell any shares they own in companies that

have substantial trade with or interests in South Africa.

In Britain the focus of the South African issue will be on the academic links that have been maintained with universities there, which in the United States is a more peripheral component of the issue. The pressure for a total academic boycott will be almost impossible to resist unless a more convincing defence of these continuing links can be developed. At all costs British higher education must avoid giving the impression that its attitude to South Africa is one of the business-as-usual, of aloofness from the agony of a nation in its struggle for justice and of its peoples in their struggle for freedom.

There are several ways in which a more principled defence of continuing academic links with South Africa can be developed. First, a much more direct relationship must be established between such links and the ability and willingness of South African universities to oppose apartheid. Links that are irrelevant to this transcendent goal are more difficult to justify. Nor is the old logic that justifies all links with South Africa on the grounds that some universities, or more probably their students, resist the regime still adequate.

Second, links with South African universities must be balanced by more active help for South African exiles. Their higher education needs must be met under a special programme in which the countries of Europe and United States can collaborate. Scholarships, tuition fee rebates, special entry schemes, are among the necessary ingredients of such a programme. There is the best of precedents for active help to be given to, even positive discrimination in favour of, South African exiles. In Germany after 1945 universities admitted the victims of Nazism and their children under a special dispensation.

Maybe in these terms an attitude to South Africa can be developed that is practically credible and morally defensible: selective academic links, or if you like a partial academic boycott, balanced by a positive programme to aid the victims of apartheid.

The academic underworld

The phenomenon of bogus degrees provokes a funny mixture of feelings. One is a rather superior amusement at the antics of the Walter Mitty characters who peddle these worthless "qualifications" and the pathetic credulity of their clients. But another is irritation and even anger that those who litter the phone book with implausible "universities" and "colleges" should be free to prey on gullibility, vanity and failure.

Until recently the first feeling has predominated. Bogus degrees have been accepted as a venial nuisance. Respectable institutions have learnt to live with the calculated confusion created by pirate "colleges" that have deliberately chosen adjacent names. The police have shown an occasional interest in the most notorious frauds, but have been able to do little in the absence of effective legislation. Successive governments, although troubled by complaints have never regarded bogus degrees as a sufficiently serious nuisance to justify the time-consuming complexity of the legislation that would be needed.

But attitudes to this academic underworld seem to be hardening. These feelings of irritation and anger now seem to predominate. The Fraud Squad has begun to take a more active interest in those who trade in bogus degrees. Within the Department of Education and Science this perennial abuse is now being taken much more seriously. Effective legislation if not to outlaw then to make bogus degrees a much less profitable business is being actively contemplated.

This much less permissive attitude to the pirate "colleges" reflects growing

a marginal and eccentric irritation shows signs of becoming a more formidable problem. Although the surreptitious nature of the trade in bogus degrees makes it almost impossible to be clear about its scale, business seems to be booming for the pirates. There are several reasons for this. First, the American authorities have recently begun to take more effective action against the sellers of bogus degrees on the other side of the Atlantic; some of them may be tempted to try their luck over here, especially when they realize that in its present state the law presents only minor obstacles.

Second, even the most respectable institutions are now having to operate in a much more entrepreneurial way, especially with regard to overseas students - and it is among overseas students without access to reliable information that the pirates can do the most profitable business. To some extent they can take advantage of this more entrepreneurial climate, because at first glance the difference between their marketing methods (and their prices) and those of mainstream higher education appears to have been reduced. Third, because of skill shortages qualifications in areas like computer science command a considerable premium.

So a strong case has been made for the more aggressive pursuit of the pirate "colleges". But the best means for this pursuit are not obvious. Of course the DES should do all it can to isolate the pirates. Everything should be done to ensure that prospective students overseas are well informed about these fraudulent qualifications. Here, the British Council can give

institutions too can make a contribution by providing potential students with balanced information about British higher education and by not indulging in semi-piratical behaviour on their own accounts. The efforts of the respectable private colleges to establish a register of bona fide institutions should also be supported.

But in the end the only effective way to curb bogus degrees is new legislation. The present state of the law makes it almost impossible to contain the spread of, let alone stamp out, this academic fraud. Yet the difficulty of drafting such legislation has to be admitted. If it is too limited it may do little to discourage these dishonest traders; but if it is too sweeping it may curb respectable entrepreneurial conduct, discourage distinguished practices like distance and experiential learning or even be used to discriminate against unorthodox institutions.

The best approach is to try to curb bogus degrees within the well understood context of fraud. No attempt should be made in any proposed legislation to define which institutions are entitled to award what qualifications. The issue here must be firmly seen as one of consumer protection and fair trading, not one of academic standards. The purpose should be to oblige those who sell these bogus credentials to inform their customers that their "degrees" have no academic worth, a kind of Government health warning like those on cigarette packets. Then if it can be proved that these degree merchants have failed to display the proper "health warning", they can be put out of business. The

Laurie Taylor



You're looking brown.

Oh, Thanks. Majorca? Ibiza? UEA actually. The Three-Cent Campus package deal. You know, Brunel, Lampeter and East Anglia. Five days in each. Oh yes, I've heard about them. Aren't they the ones where... Forget everything you've heard. Really? Improved dramatically.

Yes? IMPROVED DRAMATICALLY. I mean I can remember the time when you were expected to do down in one of those student rooms with a bed so narrow that you had to sleep on your side, nasty stains the sink, and posters of Foucault or Lacan or some other passé structuralist all over the place. All changed. Really?

Oh yes. Now they put you in a double bed in one of those refined lecturers' offices. Very three-star indeed. Shelves of books all around you; telephone for incoming calls in the afternoon; carpet on the floor; big window looking out onto the open space where they're going to build the Science Park; and 105 Stucka chairs all set out in a semi-circle for late night entertaining. And that's only your basic room.

You can have better ones? Definitely. Two quid a night supplement gives you a reader's office, and for a fiver you can be head of department, Russian studies, drama, politics, English, sociology, history. Take your pick. So you choose which part of the university you stay in?

Oh yes. Pick your faculty. Always pick your faculty. And you've got to know what's best. Anthropology has the liveliest disco. Economics fiddles the bar prices. And philosophy always has the room numbers out of sequence. Nowadays we go for psychology. Very partial to psychology. First class food.

Really? First class. Last Thursday we had octopus straight from the experimental tank, and then on Friday a choice of Pigeon Pie à la Skinner or Duckling Lorenz. Sounds delicious.

Well, all in all, we were sorry to leave. Got quite sentimental really. Especially on that last evening when the v-c and all the dons put on their gowns and mortarboards and little ballet tutus and did a knees-up for us on the stage in the central examination hall. You didn't know whether to laugh or cry. Funny thing was I ran into the chap whose office we were sleeping in. He comes back regularly from retirement to help out with the catering. Elderly?

Twenty-six. Twenty-seven. Bit of a stoop, though. What on earth did you say? Well, I did the obvious really. Told him how comfortable we'd been in his old room. And bought a box of matches.

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Axe falls on Herts and De La Salle

by John O'Leary and Adriana Caudrey

The National Advisory Body this week effectively recommended the closure of Hertfordshire and De La Salle colleges. It is only the second time in the NAB's four-year existence that colleges have been proposed. Both colleges were already weakened by the wholesale withdrawal of a majority of courses in previous planning exercises. Monday's decision by the NAB committee, chaired by Mr Peter Brooke, under secretary for higher education, have to be ratified by Sir Keith Joseph, Secretary of State for Education and Science, but they are unlikely to be overturned. Hertfordshire, which made repre-

sentations to Mr Brooke before the committee met and had a last-minute appeal from its local authority turned down, will fight on and is likely to seek a meeting with Sir Keith. But De La Salle, which has been facing closure for two years, is now resigned to its fate.

The National Association of Teachers in Further and Higher Education will continue to campaign for both to remain open. Mr Frank Griffiths, NTFHE's education secretary, issued a statement deploring the decision. He said the union would press Sir Keith to consider Hertfordshire education authority's plan for a merger of the college with Hatfield Polytechnic, and would campaign for some form of provision to be retained at De La Salle.

The decision to reactivate an earlier board recommendation that the remaining advanced courses at De La Salle should be withdrawn represents a first rebuff for the Voluntary Sector Consultative Council, which had backed a merger with the Liverpool Institute of Higher Education.

Although the VSCC's support for the College of St Mark and St John, Plymouth led to the withdrawal of proposals to remove teacher training there, its advice on De La Salle was rejected. The committee did not believe that the college, at Middleton in the north of Manchester, could sustain a merger with an institute more than 30 miles away and it would not accept a fall-back proposal to keep the college open as a free-standing institution.

Possible mergers with the Bolton Institute of Higher Education and Salford College of Technology had already been ruled out.

In Hertfordshire's case, the committee accepted the advice of its board that the transfer of teacher training courses to Hatfield Polytechnic could not be accepted because Hatfield has no existing training courses. The withdrawal of teacher training from North Riding, Humberside and St Mark and St John colleges and from Portsmouth and Wolverhampton polytechnics was discussed, but all were given renewed allocations for a four-year period.

Both the condemned colleges reacted with intense disappointment. A deputation from Hertfordshire - including Conservative MPs Mr Cecil Parkinson and Mr Richard Page, as well as county council officers and members, and senior college staff - is now to approach Sir Keith Joseph.

Dr Derek Haslam, the college principal said: "Our main concern is still to prove our case, which we feel is a sound one, and we cannot understand why the NAB has rejected it."

Brother Wilfred Costello, principal of De La Salle, said: "After our long battle, for this to happen is a big disappointment. We have worked hard to try to obtain a merger proposal which would satisfy the NAB, but we were unsuccessful."

He said that the college would have to run down over three years. Two hundred jobs will be lost. The committee considered following the University Grants Committee's example in making an allocation for 1986/7 only, but decided to cover the full four years both in order to aid stability in the colleges and to bring teacher training planning into line with the rest of the public sector for a full national planning exercise in 1990.



D. H. Lawrence: the son who rode away, 13

Social work department threatened

by Olga Wojtas
Scottish Correspondent

Glasgow University's department of social administration and social work is set to become the first victim of an academic swap shop between Scottish universities.

Glasgow's principal, Sir Alwyn Williams, has written to Sir Kenneth Alexander, principal of Stirling University, proposing that Stirling might take over Glasgow's social work courses.

Sir Kenneth said he would be meeting Sir Alwyn to discuss the issue. "If Glasgow does decide to wind down this section, we would certainly want to talk, particularly to Strathclyde Region and any other clients who we think might be able to serve. If it offered the possibility of finding secure employment for staff from Glasgow, we would want to look at that very positively."

This summer Stirling appointed Professor Juliet Cheetham as director of its new research centre in social work, set up with a £800,000 grant from the Scottish Office and the Economic and Social Research Council.

But Glasgow's department has lost half of the 16 staff it had in 1980, not only its reader and senior lecturers, but also its head of department, Professor Fred Martin, who died suddenly.

The university, which currently has a freeze on posts, has made no move to replace the chair despite being urged to do so by both the social science faculty and the Central Council for the Education and Training in Social Work, which validates Glasgow's two year postgraduate course.

Both CCETSW and Strathclyde regional council are known to be disturbed by the prospect of losing the only university social work course in Scotland's largest and most deprived conurbation.

Mr Christopher Jay, Strathclyde's senior deputy director of social work, said the region was greatly concerned that the course might move to Stirling. "Glasgow University has a good record of involvement in community affairs and social commitment, and we would be sorry if such a prestigious body of learning gave up one of its principal antennae into the community."

A Glasgow University official said there had been very preliminary discussions about the department.

The department has issued a unanimous statement saying that while the proposals understood to be under discussion are not clear, the implication is that Glasgow might withdraw its commitment to training social workers. "If this were to be confirmed, the staff of the department would vigor-

Faint praise for polys from Tombs

The polytechnics received a boost from one of their most influential critics this week as their competition with the universities for funds from the Government's £43 million "spin" initiative got under way.

Sir Francis Tombs, chairman of the Engineering Council, in a speech to the first ever engineering assembly, said that polytechnics were proving more adaptable than universities to the needs of industry. The statutory framework of the universities made changes inordinately difficult and expensive, he said.

Calling for the creation of centres of excellence as the focus for engineering work in higher education, with specific institutions earmarked for extra resources, he said "the large number of institutions makes it difficult to maintain laboratories and staff of adequate quality, because laboratories are expensive and good staff are able to get jobs in industry."

The Engineering Council provided perhaps the most influential advice to the Department of Education and Science to exclude the polytechnics from the first phase of the "switch". And Sir Francis's speech coincided with the National Advisory Body's completion of a list of candidates for allocations under the second phase of the scheme.

A course in intercourse at the OtherOU

by Maggie Richards

In this summer of bogus degrees and Atlantic challenges the Open University is facing competition from across the US the alternative OU.

In fact not a university at all, but a private company, the Open University of Washington DC has adopted an entrepreneurial stance to attract students that even Sir Keith Joseph might find over-zealous.

According to its latest brochure, available from news-stands throughout Washington, classes will include such subjects as Dare To Go Bare - subtitled Are You Serious About Your Tan and How to Marry Money.

Undoubtedly the most over-subscribed course, however, will be Sex, Sex and More Sex, offering students the opportunity to "learn what men and women really want in bed; turn-ons and turn-offs; driving your partner wild; mistakes not to make in bed."

For students who feel they require some updating before attempting such an advanced course, the OU in Washington also offers a PICKUP programme: How to Pick Up Men and How to Pick Up Women - taught, of course, as a coeducational class.

The bizarre offerings were unearthed by an academic from its more conventional British namesake, Professor David Hawkrigde.

"To be fair, it did appear to be offering classes in more orthodox subjects, such as computing and aerodynamics, and the compar-

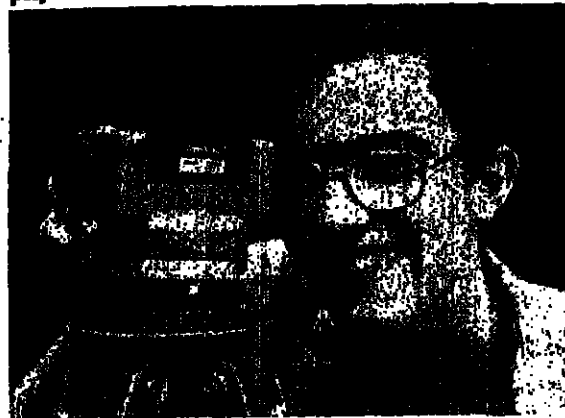


First PCAS applicant maps out his course

The first application opened at the new Polytechnics Central Admissions System was that of 17-year-old Richard Jones from Bristol.

Richard, below, currently on a geography field course in Devon, was the first of several hundred applications to arrive at the PCAS Cheltenham base at the beginning of this week. PCAS chief executive Tony Higgins (seated) and admissions manager Mike Scott expect more than 150,000 applications by the December 15 deadline for polytechnic entry in autumn 1986.

Richard wants to do a building surveying degree at Leicester, Liverpool, South Bank or Thames polytechnics.



Criticisms deleted from MPs' audit report

Sweeping criticisms of the universities' earlier retirement scheme have been cut out of a report by the National Audit Office after objections from the universities themselves and the Department of Education and Science.

The report, commissioned by the all-party Public Accounts Committee, will be published next month and is expected still to be critical of the effect of the restructuring exercise on the balance of staffing in the universities. But a number of critical passages

Officials from the NAO, which is responsible directly to Parliament, visited five universities after being commissioned to examine the early retirement scheme. When the universities were shown a draft of the officials' conclusions, they, together with the DES and the UGC complained that there had been serious misunderstandings of the way in which the scheme had been intended to operate.

It is understood that the draft had criticised the high level of compensation payments without taking into

justification for apparent over-generosity. It had also criticised the DES for taking no interest in the scheme or its effects, without recognizing the introduction of the "new blood" scheme of lectureships, and had questioned the low age limit for early retirement under the scheme.

The final report is expected to criticize the scheme for the effect it has had on the age structure of many university departments but will acknowledge the constraints under which



We seem to have an inexhaustible appetite for celebrating anniversaries these days and it does not seem to matter whether we are celebrating a birth or death or how many years it is since one or the other as long as it makes a round number. This year we have anniversaries for William Morris and Brunel and Andrew Carnegie among others, so they must have something in common.

Not so the one I want to celebrate for a few lines. This year saw the 150th anniversary of William Cobbett's death, which does not seem to me a significant span of years. So to find out if he is significant today, I have been reading again his *Advice to Young Men* and (incidentally) to *Young Women* and finding it as fresh as it was when I first encountered it.

For my father had thought that Cobbett, along with William Morris, Piers Plowman, Eric Gill and G. K. Chesterton, was the kind of material on which his large family ought to be brought up; so during the war, when in the depths of the country we had no electric light or radio or newspapers (he did not want to hear the news) he read Cobbett to us in the evening by the flickering light of a candle.

The *Rural Rides* (1821/26) were easily the most enjoyable, with their rollicking denunciation of the dons at Oxford and hatred of the Great War of 1821 more or less described the way we were trying to live ourselves and was therefore less attractive. But even with my father's bad reading at ludicrous speed, we never doubted the vigour and conviction of a formidable writer; and recognized (to adapt a much later remark of T. S. Eliot's) that you can only write good prose if you have strong convictions.

The passages we most enjoyed were those my father read out from Cobbett's *History of the Protestant Reformation*, especially his denunciation of Cranmer, which I know by heart and repeated to anyone who wondered why he depicted Cranmer so unattractively in a stained glass window. Cobbett himself said the book was "unquestionably the book of greatest circulation in the whole world, the Bible excepted". He exaggerated its popularity; but it was difficult to get some of its more colourful passages out of my mind when I was writing history answers at school.

The remark about its fame came from the introduction to the *Advice to Young Men* as proof of the value of self-education. The advice is thus essentially to young men who will not be getting a higher education and its prejudices are those of a self-educated journalist and probably the very opposite of what we take for granted in our privileged world. To Cobbett "a great misfortune of the present day is that everyone is, in his own estimate, raised above his own state of life; entitled . . . to live without work". It is in any case "horrible to behold" people who ought to be at work sitting at three meals a day, an hour at a time.

But there is much good common sense. "Happiness or misery," he says, "is in the mind". And talent should be held in honour "when it steps forward to protect defenceless innocence against the attacks of powerful guilt". I doubt if many of today's young men could read Cobbett's *Advice* for its relevance. But they might read it for sheer enjoyment. If so; they would not be alone; he was after all, in his time the most widely read journalist on either side of the Atlantic.

Patrick Nuttgens

Letters to the editor

PCAS omits 'mixed economy'

Sir, - A great many of your readers will be aware that the new system of Polytechnic Central Admissions (PCAS) will be implemented in the forthcoming academic year. As an 'ex' polytechnic admissions tutor for a popular biological sciences degree, I can only applaud the innovation, and indeed would congratulate those concerned upon the quality of the booklet produced recently. However, like all systems designed to facilitate educational matters, due to the complexity of further and higher education in the United Kingdom, someone has been left out. In this case it is "mixed economy" colleges like ourselves, who run high level courses alongside a variety of 16 to 19 provisions.

Right side

Sir, - Not having attended the British Association's symposium on the "New Right" I can only assume that the "long, highly critical discussion" was indeed as one-sided as your report made it appear (*THES*, August 30).

The meeting of like-minded souls is a pleasant pastime, but one would have to say that a meeting held under the auspices of the BA could have found time in the course of the day to have heard from one of the many scholars who have written for the *Salisbury Review* and who could have converted what seems to have been a "slow trial" into a serious debate.

As a sociologist and a regular contributor to the *Salisbury Review*, as well as *The THES*, I found the report of Professor Moore's remarks particularly galling. Neither I, nor any of the other social scientists who have written for the *Review*, believe himself "absolved from the normal conventions of scholarship".

Still less can we be accused of rejecting "the scholarship of the 19th and 20th centuries as applied to the understanding of society". Much of what has been written in the *Review* (a particular target of the symposium's hostility) draws on that great resource of social and political thinking in arguing for positions that neither Max Weber nor Emile Durkheim would have found strange or eccentric.

Professor Moore is reported as alleging that though "the British New Right does include sociologists" these of distinction have not published a serious sociological work since their conversion. Professor Moore is of course entitled to his view of particular scholars' work. It is however a shame that none of those defined as lacking either distinction or seriousness of purpose was able to reply to accusations which, by virtue of the prestige of the conference in which they were made, will gain in credibility something of what they lack in substance.

Yours faithfully,
DAVID J. LEVY,
Middlesex Polytechnic.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Degree mills

Sir, - I note that in Adriana Caudrey's article on degree mills (*THES*, August 23), it is reported that some of those concerned with this serious problem, which continues to damage the international reputation of British higher education, expect the recently formed British Accreditation Council to be part of the solution.

I, too, would like this to be the case, but wonder if this can be so in that the council has recently accredited a private college offering tuition for the "degrees" of a very suspect US "university". Another American style "university" is a candidate for accreditation.

The council maintains that it is concerned to accredit academic programmes and facilities, etc and not the "degrees" awarded by these types of institution. Indeed, the council insists that the institutions it accredits give a truthful account in their literature of the value of such "degrees" in Britain.

Admittedly the situation at North East Surrey College of Technology is unusual, with a biological sciences department running a part-time degree, a degree equivalent GIBIOL, and several HNC courses, together with a full-time HND, being housed in a college with a great variety of advanced as well as 16 to 19 group courses in other departments. The result of this, however, is that this department, which has recently achieved more merits and distinctions *per rate* at HND than practically any other department in the UK, is omitted from the PCAS document, despite the fact that we have a "direct transfer" arrangement with the degree course at Thames Polytechnic. Furthermore,



Uphill struggle in the Welsh valleys

Welsh Wales

Sir, - I trust that Professor Gordon Roderick was misreported in referring to Wales as "a foreign country" in your article on the extramural department of University College, Swansea (*THES*, August 16). Different - yes; foreign - no. Or is it that parts of the UK other than England must be foreign to it when they have a culture and language of their own even though they are indigenous and historically antecedent?

It is indeed an uphill task for adult education in the valleys and deeply pessimistic if the holder of the first chair in continuing education in Wales can refer to it as "foreign". Do we now regard Welsh therefore as a foreign language?

Yr eiddo yn gywir (Yours truly)
J. A. EDWARDS,
Ffynnon Gedwyn,
Trefeglwys,
Caerwys, Powys.

investment is often far more cost effective than other forms of expenditure.

This is especially true of the subventions to a small group of NGOs in the top Category A which operate on a close full-time day to day professional basis with the secretariat of Unesco. These bodies, created since the war, represent in effect extensions of the secretariat at a cost many times less than if Unesco were itself to undertake the essential functions they perform. For these and other reasons diminishing such high yield investment is clearly against the true interests of member states, developing or developed.

Yours faithfully,
JOHN MADDISON,
Past President,
International Film and Television Council.

the problems of degree mills and the international reputation of British higher education have so far afforded it.

I would also suggest that British universities and the CNA have a strong say when the council becomes involved in considering accrediting institutions awarding degrees or acting as agents of foreign universities awarding degrees in Britain. There is probably also a case for the national educational authorities of third world countries concerned being consulted.

It would be very unfortunate if the British Accreditation Council, being dependent on income from those organizations it accredits, seeks to increase that income by carelessly accrediting, in my view, questionable "degree" facilitating institutions. It would quickly go the way of so many of the US accrediting authorities which have been weakened by these practices.

Yours faithfully,
JOHN BELCHER,
International Students' Officer,
Queen Mary College,
London.

although we run three degree or degree equivalent courses, we are even omitted from the appendices in PCAS because our BSc biological sciences is a day-release course and not full-time.

I am sure that we are not alone in this situation, which must have a detrimental effect on our recruitment for 1986, and although we can take certain steps to advertise our successful course conventionally, it does highlight the fact that the difficulties faced by colleges outside the polytechnic sector are being exacerbated by the PCAS system.

Yours sincerely
Dr P. MILTON,
North East Surrey,
College of Technology.

Nicholson has long maintained the humankind is born with creative instincts which are frustrated by the pressures of a materialist society and its agents in education. This simplistic anarchic ideology has been well served by his TAD 292 course at the OU which has the administrative intention to unlock individual creativity. Its method relies upon learning by doing arising from aroused passion rather than intellectual questioning.

While open access to the course is consistent with his theory, the subsequent preoccupation with assessment criteria is not. For those of us involved with prescriptive programmes, admission requirements and assessment criteria are consistent with our notion of *d'être* but classification of performance is, surely, inconsistent with de-schooling society. Furthermore he as media (chair, art and environment, Open University) establishes his own idea, the "unusually talented" (others please) and then proscribes all other elites - the faculties, validating authorities and external examiners. He does not have it both ways.

Nicholson is an innovative educator in the mould of Johannes Ibsen. But creative thinking is not his exclusive preserve. Nor will his course be served by denigrating all art, design and architectural education. I suggest that he exposes how his students' achievements "shape better futures" for public scrutiny, as we all do annually. He should then study his work of students in the courses he so readily chastises. Before placing his notes his own must first be cast out. Then with a clearer view, creative dialogue can ensue.

Yours sincerely,
ALLEN CUNNINGHAM,
Head of Architecture,
Polytechnic of Central London.

St David's

Sir, - Your front page article in the issue of August 30 ("Better degrees boom as hard work pays off") has caused us a great deal of concern.

I am afraid that, once again, *THESE* has got it wrong and misinterpreted our position. In fact, the college of first and upper second awarded at St David's University College, Lampeter, has also been steadily rising.

In 1984 they represented 35.6 per cent of the total degrees awarded but in 1985 the figure went up 44.7 per cent. This, you will surely agree, is a remarkably good increase. Why did you say that we were included in the "handful of universities that recorded a decline"?

Yours sincerely,
PROFESSOR B. R. MORRIS,
Principal,
St David's University College,
Lampeter.

Graduate art

Sir, - A picture is worth a thousand words, and your photograph of an art graduate's work, "Medium sized boat" (*THES*, August 30) illustrates a point so far overlooked in your continuing expose of meaningless degrees (some issue pages 3 and 6) which is that they apparently exist within as well as without the province of state-sanctioned education.

Yours faithfully,
ROBERT GEARY,
70 Felton Lea,
Sedgefield, Co. Durham.

Creative dialogue

Sir, - The main contention of Simon Nicholson's rather uncreative letter (*THES*, August 23) appears to be that he and the Open University together constitute the panacea for art, design and architectural education and the rest of us, the "so-called middlebrow elite comprising the faculties" who "as well pack it in. The evidence offered to establish such incompetence, and derives from de-briefing two last students and total disdain for their accessible facts, well deserves its prominence accorded to it in your columns given August is the height of the silly season.

Nicholson has long maintained the humankind is born with creative instincts which are frustrated by the pressures of a materialist society and its agents in education. This simplistic anarchic ideology has been well served by his TAD 292 course at the OU which has the administrative intention to unlock individual creativity. Its method relies upon learning by doing arising from aroused passion rather than intellectual questioning.

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Rise in unfilled places

by Staff Reporters

Last minute applicants to universities may have a better chance of a place this year, but entry to polytechnics and colleges is more competitive than ever. The Universities Central Council on Admissions has reported a higher number of unfilled places on many courses than it did in September 1984. By now the universities have made their initial selection of candidates through confirming their conditional offers.

According to UCCA 176,000 candidates have applied through them for a university place - an increase of 3,000 on last year. This is partly explained by the fact that Glasgow and Strathclyde universities are for the first time full participants in the UCCA scheme. There has also been an increase in the number of applications from overseas students.

UCCA predicts that despite the greater number of unfilled places, the number of applicants applying through the clearing-system will not go up. Last year 6,000 of the 77,500 candidates accepted for universities got in through clearing.

Linguists still stand a good chance of getting on to a university course. Classics and Russian departments are particularly short of good candidates. There are more vacancies than there were last year for geography and economics, but the entrance requirement for these subjects tends to be three Cs at A level.

Science candidates "with good to middling grades" stand an improved chance of getting on to a course. Those with good grades who have already applied unsuccessfully for medicine or medical sciences should have no difficulty finding places on biological science courses.

Candidates with lower grades are named that they are unlikely to find places on technology courses. Competition is said to be keen in civil and aeronautical engineering, but applicants with good grades should find places in other engineering disciplines. There is also a shortage of qualified applicants for metallurgy and material sciences.

There are still a few places on English courses, and on combined courses including English. History candidates must offer at least a grade C, and good supporting subjects. There are no vacancies left in veterinary science, nor in drama and fine art. Law and business studies are heavily over-subscribed in the public sector, and some polytechnics are asking for eight to 10 A level points for their few remaining places. Other subjects greatly in demand, according to the Middlesex Polytechnic/Observer student survey, are biological sciences, media studies and psychology. But there are places for candidates with lower grades on combined studies courses.

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TUC backs campus campaign on cuts

The TUC this week gave its unqualified backing to an unprecedented joint campus unions campaign to reverse the Government's higher education policies and combat future cuts outlined in the Green Paper.

It called on the general council to coordinate an overall campaign to defend education and placed action plans for the autumn by the campus unions high on the agenda.

Delegates overwhelmingly supported a composite attacking the Green Paper's short term economic benefit approach as "fundamentally philistine and anti-education".

The policy adopted by the TUC called for an expansion of all aspects of higher education so that a place would be available for all those able to benefit from it.

Mr Clive Jenkins, general secretary of ASTMS, attacked the Green Paper as a "block" which would deprive working class children of the opportunities they should have. "Sir Keith Joseph has an ambition - to be the first minister in any government in the world to shut down a university since Idi Amin," he said.

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said the number of students in higher education was now a disgrace to the developed world. Even Mr Kenneth Powell had described the Government's view that the humanities had to show an economic return as barbarism.

Ms Diana Warwick, general secretary of the Association of University Teachers, told delegates that the June Green Paper had heralded the end of any kind of consensus politics in higher education.

Relations between the two main lecturers' unions suffered an embarrassing blow this week with the breakdown of an understanding on reciprocal support in the TUC general council elections.

In Blackpool leaders of the Association of University Teachers were fuming at the last minute withdrawal of support for their general secretary, Ms Diana Warwick, from the National Association of Teachers in Further and Higher Education.

The AUT believed it had secured a firm pledge from NAFHE but was told only hours before voting took place that the votes could not be delivered. Instead the NAFHE delegation decided to support

the entire left wing slate for the general council, on which its own general secretary, Mr Peter Dawson appeared.

AUT delegates considered whether to retaliate by withdrawing their votes from Mr Dawson but decided to leave their intentions unchanged. Neither candidate was elected and Ms Warwick's placing was not affected. She came 21st out of 24 contestants for 11 places, while Mr Dawson came 14th.

Both were said afterwards to be reasonably satisfied with the outcome, but the development soured relations between the two unions and added to the discomfiture of the NAFHE delegation which was already clouded by the boycott of the TUC by its own headquarters officials who are in dispute with the union over a refusal to include them in the TUC delegation.

An executive recommendation which would have given them some places in the delegation was overturned by the union's national council in June. But NAFHE's executive last week voted 18 to 7 to re-table proposals to include officials in the 1986 delegation, although this concession, which led to the relaxation of sanctions by the staff involved, has still to be ratified by the union council.

Leeds to the rescue

Leeds University has stepped in to save the 30-year-old British Education Index, which covers more than 250 British journals, under threat because of recent cuts in the British Library budget.

The annual budget of around £35,000 a year will be met by external donations and loans from the university, though the aim is to put the index, vital to all education researchers, onto a viable footing.

Leeds has appointed a new editor, Ms Alison McNab, on a two-year contract to index some 3,000 articles a year. The system of prices will be stopped, but the index will be available on-line, and it is hoped to add the British Education Index to the same system.

Mr Vivian Johnston, librarian at Leeds, said the university had a number of advantages, including a large education department, enthusiastic academics, good computer hardware, established technical expertise and proximity to the library's periodicals division at Boston Spa.

The index, now containing more than 30,000 articles, was started in 1954 by the Librarians of Institutes and Schools of Education. Since 1972 it has been published by the BL, but the library is no longer able to guarantee publication.

David Jobbins reports from the Trades Union Congress in Blackpool

education. "The damage to all our youngsters will be real and lasting," she said.

Although concern had been expressed that Britain's competitors were producing more scientists, engineers and technologists, the Government's response was to plan for a reduction rather than an increase in student numbers.

"We have to persuade the Government to put more resources into higher education. All of us in higher education are determined to mount resistance to the onslaught from the government."

Ms Rita Donaghy, chair of Nalco's national universities committee, told delegates that the Green Paper represented a "cynical and superficial" attempt to justify Government cuts in public expenditure and privatization under the guise of raising standards.

Support for the campaign also came from the Society of Telecom Executives and NACODS, the colliery overseers' union. The only dissent came over part of the composite dealing with youth training.

The higher education campaign is designed to highlight the damage to educational opportunities for young people and to Britain's research capacity. It is supported by teaching and non-teaching unions on both sides of the binary line. Pressure is to be maintained on the political parties throughout the coming conference season to gain their support.

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Best of rivals: Diana Warwick and Peter Dawson in Blackpool

Union relations cool as voting understanding breaks down

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Leeds to the rescue

Leeds University has stepped in

DON'S
DIARY

MONDAY

A lecture boycott has been called by the Black Students' Society (BSS) for a peaceful protest today and tomorrow against the state of emergency. Today the students have called for a meeting on the lawns outside the university library. They have called for a stay-away tomorrow. Advise the SRC president and BSS chairperson, as usual, that an open air meeting is illegal, but do not forbid it. Various student leaders address the meeting throughout the morning. Crowd grows to about 1,000 students and is orderly. At 1.30 pm about 300 students start a march and move, chanting, to the campus entrance. Met by about 30 uniformed police. Students sit down in middle of road. Senior police officer orders students to disperse within four minutes. Students chant "Peace!" After four minutes, police charge the crowd using batons. Students run back into campus where they are chased by police who are striking out indiscriminately. Eight students are arrested.

Visit campus health service where about 40 students are being treated. Am appalled by the police attack on a peaceful demonstration and by the injuries. Ask campus medical officers to make detailed notes and to take clinical photographs of the injuries; and request injured students to prepare statements, all with a view to instituting legal proceedings. Report to vice chancellor who has called meeting tonight of representatives of different groups in university to discuss the situation. At meeting, outrage expressed at police action and decision taken to call general assembly of the university for later in week.

Contact police to confirm names of students arrested and attempt to secure their release. This refused.

TUESDAY

Student anger at police action yesterday leads to call for further meeting on library lawn instead of stay-away. During morning, deputisation of students sees me, asking that vice chancellor address the gathering. Vice chancellor agrees to do so and is received with applause. Strongly criticizes police action and sympathizes with black students whose lives so tragically affected by present situation. Issues a statement on these lines to staff and students.

Students march again during lunch period. Police again present but take no action today. Students disperse peacefully. Continue efforts to secure release.

of arrested students. Academic staff association releases statement condemning police action and calls on university administration, deans and heads of departments to accommodate without prejudice the decisions of staff members in their expressions of conscience, including the arrangement of alternative class times.

WEDNESDAY

Students decide to meet on library lawn for third successive day but announce that they will disperse after lunch on that day. Am telephoned by a senior police officer who asks for assistance of university authorities in controlling student protests. Offers to release detained students if protests stop. Inform him that meeting will end after lunch today. During lunch period students addressed by Rt Rev Bishop Desmond Tutu after which they disperse. Am informed that senior police officer is on campus with strong force of police outside campus entrance. News spreads fast and students start to gather again on steps of Great Hall. Am immediately to the area where senior police officer asks me to persuade students to disperse. Inform him that this is student reaction to police presence. If police leave, students will, I feel sure, disperse. Police agree to leave and students slowly disperse.

THURSDAY

Right-wing Student Moderate Alliance (SMA) has arranged to have its table out on campus today. They hand out pamphlets from this table and try to recruit new members. There is considerable antagonism between the SMA and the BSS. Call in SRC president and BSS chairperson and ask for undertaking that there will be no confrontation of the SMA by the BSS membership. Receive this assurance, without hesitation, from BSS chairperson. Am impressed, as often before, by this young man's leadership qualities and balanced approach. SMA activities continue through latter half of morning without interference.

Make inquiries about release of our students. Am told that they will be released at 9.30 am tomorrow. Inform their parents who are relieved and delighted.

FRIDAY

Vice chancellor addresses a general assembly of the university in a packed Great Hall with closed circuit television coverage in a number of lecture theatres. Strongly reaffirms the principles of academic freedom, university autonomy and right to free assembly and peaceful protest to which the university is committed. Reiterates our extreme distress and indignation at the violent measures taken by the Government to suppress the peaceful public assemblies and processions of university students. Eight students released at 12.30 pm. One immediately addresses a small gathering of students.

Mervyn Shear

The author is deputy vice chancellor of the University of Witwatersrand, Johannesburg.

Tory pre-squeeze cash call

by David Jobbins

A group of influential Conservative backbenchers have joined the calls for an effective reversal of Government policy on university finances.

They have called on ministers to return to level funding at the "pre-squeeze" 1981 level to enable a substantially higher proportion of young people to go to university and warn of a "perpetual half crisis" if planned cuts are implemented.

The demand is part of a package of recommendations drawn up by the Conservative Action to Revive Employment group (CARE) to combat youth employment and meet the demand for new skills.

It was written by Sir Philip Goodhart, MP for Beckenham and a former junior minister in Mrs Thatcher's first administration, and is supported by Mr Jim Lester, MP for Broxtowe, also a former minister, and Mr Tony Baldry, MP for Banbury, a member of the backbench employment committee.

A new look at how higher education fits into Britain's training objectives is needed, the report says. It points to an "awkward gap" between the Government's general enthusiasm for widespread training and its reluctance to find the money to expand higher education.

"There can be no doubt that the Prime Minister, one of the few people in this country who has received both a

legal and a scientific training, would like to see the country awash with scientific graduates of all descriptions," it says.

"But sadly the Government's twin enthusiasms for saving money and raising standards collided with Mrs Thatcher's desire to see a larger proportion of this country's youth attending university."

Sir Philip identifies "real costs" to put against the "small gains" achieved by the Government's higher education spending policy since 1981. These include a drop of 1,000 in the number of engineering students at university and the "fraying" of the natural links between a Conservative government and many of its natural supporters in the universities.

And he believes the proposals in the green paper, *The Development of Higher Education into the 1990s*, seem designed to perpetuate the row. Acknowledging that the number of 18 and 19 year olds is expected to fall by 33 per cent between 1984 and 1996, he says that the universities would face a crisis of major proportions if the number of places was also cut by a third.

"In fact the Government plans to cut student places by half that amount, thus ensuring that the universities will face a perpetual half-crisis."

A continuing squeeze of 2 per cent a year in real terms could mean the demise of one small university such as Exeter every two years, the report

warns.

Present plans allow for just over 500,000 students by the mid-1990s, if the Government relaxed its financial grip and returned to the pre-1981 level of funding in real terms, this would bring student numbers above \$25,000 at a cost of £100 million a year at current prices.

While student loans have been rejected by the Cabinet, Sir Philip says that it should not be difficult to devise a scheme under which graduates who have clearly derived a substantial financial benefit pay back some of the public subsidy for their education.

The group suggests that loans should be applied to training places.

It wants ministers to press on with a £10 million pilot scheme to provide about 10,000 training loans and investigate £1,000 a head voucher system directed largely towards the long-term unemployed aged under 30 who were too old for the Youth Training Scheme. A well-monitored pilot scheme would be needed, with the aim of making the entire training process more sensitive to the needs of the marketplace.

It recommends that all the separate adult training schemes should be brought under the umbrella of one major skill improvement programme.

Skip Ahead, a CARE discussion document, published by BCA, 11 Beckenham Road, Beckenham, Kent SE2.

Glasgow opens new unit

Glasgow University this week opened a new clinical pharmacology research unit at Stobhill General Hospital.

Professor J. L. Reid of the university's department of materia medica said: "The main purpose of the new unit is to allow us to improve drug therapy and enhance drug safety. We are doing this in collaboration with research councils and the pharmaceutical industry, and see it as an important link between the university and health service and the whole biotechnology area."

The new unit, whose buildings have been funded by the university, with the Glasgow Health Board providing its running costs, was originally planned as part of the West of Scotland Science Park, run by Glasgow and Strathclyde universities, and the Scottish Development Agency.

However, Professor Reid said it had been felt if the unit's funding came from the SDA "we would never be totally independent, and we would be open to commercial pressures as to the directions of our work".

One crucial research area of the new unit is into the effects of drugs on the elderly, and Professor Reid said it was vital to coordinate such studies in centres where the highest quality clinical and academic research was being conducted, rather than through contract research which might not be so well able to cover the safety aspects.

OU set to launch exam training scheme

by Maggie Richards

Finishing touches are being applied to the Open University to a massive training programme which next year will be used to familiarize 200,000 schoolteachers with the new 16-plus examination system.

The task is one without parallel in the OU's experience of distance learning. At a cost of £2.5 million the university's school of education has prepared materials which will be used for an introduction to the new General Certificate of Secondary Education.

This week the OU also announced receipt of a further grant of £284,883 for research work in the secondary school sector. The cash will be shared with Bristol University in a joint project to monitor development of the proposed records of achievement for school leavers.

On the GCSE training programme, initially 60,000 teachers will be using the OU materials in conjunction with attendance on the two-day training course organized in each local education authority area. They will return to their schools to use the materials in group sessions with their colleagues.

In all, 439,500 copies of the 40-page OU training manual are being prepared by the university, and the BBC will contribute a series of video tapes for use on the training programme.

Apart from the 200,000 manuals being distributed in secondary schools, additional copies will go to teachers in

further education and local education authority staffs.

Approaches were made to the OU about the project in December last year, and agreement on the deal reached in March. Since then the OU has had to compile manuals to cover 17 separate subject areas. Teachers specializing in more than one subject will receive copies of the manual covering each of their specific areas.

Funding for the project has come from the Department of Education and Science via the Secondary Education Council. A further £5 million has been earmarked to train local authorities to supply teachers to replace those attending the two-day courses.

Many of the teachers using the manual next year will already be familiar with the OU's courses, having used the university's undergraduate programme to convert their teaching qualifications into degrees. But some changes in style have been made to accommodate those who have not used OU material before.

For the joint project with Bristol University, researchers from both institutions will be assessing the effects of the experimental introduction of records of achievement in secondary schools in nine pilot areas.

Detailed case studies are to be built up in 25 schools, with close scrutiny of the impact of the scheme on staff, parents, pupils, employers and trainers.

Accountants' final workload relaxed

The notoriously heavy workload faced by prospective accountants studying for the final part of their professional examinations is to be relaxed, following a reform of the examination syllabus by the Institute of Chartered Accountants.

The organization has responded to complaints by students and companies that too much time has to be spent studying for the Professional Examination - Two (PE2) test, at the expense of obtaining vital work experience.

By the time they reach the PE2 stage of their training, most students are carrying out important auditing work for their companies, and even supervising junior trainees. But they have to spend increasing amounts of time preparing for their final examination. Last July, for example, the first time pass rate for PE2 was 52 per cent.

Under the new structure, entrants after autumn 1986 will study six subjects at foundation level, five at PE1 and four at PE2, compared with the present structure of four, five and five.



Three PhD students from Queen's College, Cambridge, (from left to right) Ian Hayward, Dave Parker and Martin Osborn, set off on a 40-mile walk around the Brecon Beacons carrying 40lb packs. The trio raised £200 for the Association for Spina Bifida and Hydrocephalus.

Scottish review under fire even before publication

by Olga Wojtas

Scottish Correspondent

The Scottish Tertiary Education Advisory Council, expected to report next month on the future strategy of higher education, has come under attack already from a former principal of Jordanhill College of Education.

Sir Henry Wood, whose successor, Dr Tom Bone, is vice chairman of STEAC, writes in a handbook produced to coincide with the British Association meeting at Strathclyde University, that "violent change" may be on the way.

"It is too much to expect that the Scottish Office will be allowed to promote and financially support a clear strategy of its own," he asks. *Strathclyde - Changing Horizons* edited by John Butt and George Gordon, published by Scottish Academic Press at £10.75 and £7.25.

Workshop injuries highest

One in 142 teenagers on Youth Training Schemes suffered an injury within working hours last year, according to the Manpower Services Commission's recently released first annual report on health and safety in YTS.

The most accident prone youngsters were those based in training workshops, rather than in actual work settings. According to the MSC, this is because they are more likely to indulge in horseplay when they are mixing primarily with each other and not with adults.

The report says that there were a total of 1,919 accidents last year, of which four were fatal and 194 were serious. During that time there were 274,307 trainees on the schemes.

Two of the deaths were as a result of road traffic accidents and did not happen at training centres, although they were within working hours. Of the other two, one trainee was killed when the dumper truck he was driving overturned and another was crushed by a reversing tractor.

The main single cause of accidents - 23.1 per cent - was slipping or falling. The most frequently injured parts of the body were the hands and fingers. These bore the brunt, 34.2 per cent, of accidents, whereas eyes were injured in 2.8 per cent of mishaps.

The report says that 169 YTS work placements had to be closed last year, and 61 were not taken up because they had failed to meet the MSC's health and safety standards.

The fundamental problem is the same on both sides of the border, he adds - political control, especially of finance.

"In Scotland, the colleges of education have been ruthlessly pruned, financial support cut to the bone, and buildings less than 20 years old sold for a song instead of being given to local authorities and communities for education purposes."

It is clear, he adds, that the Secretary of State for Education and Science expects higher education to be reshaped to fit in with the requirements of industry, but without additional funding.

"It is too much to expect that the Scottish Office will be allowed to promote and financially support a clear strategy of its own," he asks. *Strathclyde - Changing Horizons* edited by John Butt and George Gordon, published by Scottish Academic Press at £10.75 and £7.25.

Needs and demand mismatch

by Carolyn Dempster

The regular and thorough review of all higher education courses has been proposed by National Advisory Body chairman Mr Christopher Ball as a means of achieving reconciliation between present and future student demands and employment needs.

Addressing the Association of Graduate Careers and Advisory Services conference this week, Mr Ball stressed that responsibility for reforming and redesigning courses so that they would contribute more effectively to the improvement in the performance of the economy, lay primarily with institutions.

It was too simple, as in a conventional analysis of the relationship between higher education and employment, to identify the problem as a more mis-

match between student demand and employment need.

"In reality, neither student choice nor employment need play a very large role in determining the balance and pattern of courses: the crucial factor is the traditional inertia of British higher education, especially in the universities," said Mr Ball.

It was up to these institutions to take the initiative in constructing courses fully appropriate to the needs of students and employers, and it was the duty of the Department of Education and Science and its advisory bodies to monitor such initiatives through course review.

"Where this is not already happening, it might be advisable to ensure that all courses are thoroughly reviewed at least as often as once every seven years," he urged.

Fall in number First jobs overemphasized of jobless graduates

The percentage of first degree graduates who secured permanent employment in the UK in 1984 was the highest in six years, while the number of unemployed graduates dropped to its lowest level in four years, the latest University Grants Committee statistics show.

Released this week, volume two of the UGC statistics on *First Destinations of University Graduates*, reflects a continuing improvement in job prospects for first degree graduates, with a significant increase in the number of women gaining employment.

Although the number of graduates dropped by 1 per cent - 1,079 less than in 1982/3 - there was a 1 per cent rise in the number of science, engineering and technology graduates.

With a 3 per cent increase in graduates finding jobs by Christmas, the number believed unemployed at December 31 was, at 5,879, considerably lower than the 1982/3 figure of 7,176. Industry and commerce seemed to be the chosen fields of the highest proportion of graduates, with a 40 per cent rise in the number employed in the oil, mining and allied industries and a 15 per cent rise in those entering engineering and allied fields. Agriculture, fisheries and forestry sectors claimed 18 per cent more first degree graduates than the preceding year.

Subjects in which unemployment rates continue to be high are zoology (which accounted for 21 per cent of the 5,827 unemployed), philosophy and botany (20 per cent), art and design and environmental sciences (19 per cent), and archaeology and arts general (17 per cent).

In stark comparison, less than one per cent of medicine, dentistry and health graduates were without full-time employment six months after graduation.

Consistent with the pattern of first degree holders finding permanent employment soon after leaving university, the publication shows a decline in the number of graduates registering for further academic study or other training. This is a reversal of the post-1981 trend when graduate unemployment was at its nadir and thousands of students opted for further education as the only viable alternative.

Teacher training appears the area worst affected by the swing away from further education, with an 11.3 per cent drop in the graduate student intake compared with 1982/3 figures.

Of the 72,973 first degree graduates, 5,061 were overseas students, signalling a continuing fall-off in overseas new entrants from a high of 5,855.

Conversely, the number of overseas higher degree graduates rose by 5.9 per cent, and this group accounted for just over a third of the total number of 21,509 graduates with higher degrees. Subject areas which attracted overseas students were predominantly business management, economics, law and government and public administration.

The survey analysis of the steady growth of the number of women in this category. Since 1978/9 the proportion of women graduates has risen from 24 per cent to 30 per cent, with a 6.4 per cent increase from 1983 to 1984.

First Destinations of University Graduates, £10.25 from the *University Statistics Unit*, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Too much emphasis has been placed on first destination surveys in determining the "employability" of graduates, claims Mr Robert Porrer, chairman of the Association of Graduate Careers Advisory Services.

In his biennial report to the conference this week, Mr Porrer said it would be "myopic" to expect a clear return on investment from a higher education course within such a short timescale.

The surveys are conducted within six months of graduation and reflect the location and number of graduates in permanent employment as well as those believed unemployed. But the flow of graduates into employment was a complex and many-staged process of transition, warned Mr Porrer, and it was important to ensure that planners and decision-makers both at national and institu-

lational levels had a proper understanding of the graduate job market. Similarly, careers advisers did not give much credence to the methods adopted in assessing the market viability of graduates in certain subjects as these were simplistic and led to an over-emphasis on the importance of the subjects, he added.

"More work needs to be done to estimate the size and precise nature of future demand for graduates," said Mr Porrer, at the same time expressing concern that the Government's Green Paper on higher education paid scant attention to the likely overall demand for graduates in its projection of future student numbers.

Where the first destination surveys have been of value is in providing a comparative view of the state of the employment market from 1981 onwards.

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Running story of a lifetime in athletics

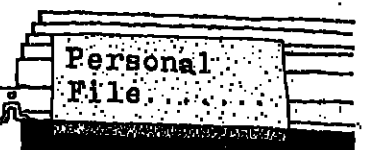
by Ian Coxon

The man who, 30 years ago, helped to stage the greatest event in the history of Oxford athletics, went on to become a most willing conspirator in the plot to end his university's pre-dominance in college sport.

Dr Charles Wenden, now bursar at and fellow of All Souls College, Oxford, woot with tears of joy when, as clerk of the meeting at Iliffe Road on May 6 1954, he witnessed his close friend Roger Bamister become the first man to run a mile in less than four minutes.

"From the moment Roger, at the age of 18, took his first varsity mile title in the annual match with Cambridge in 1947, we all knew he had the physique, will and ambition to break that time barrier."

Ten years later, Dr Wenden, who in 1963 became the Treasurer of the Fédération Internationale du Sport Universitaire (FISU), won the argument that the World University Games rulebook should be rewritten



to allow less academically inclined Britons to represent their country. This led to a Cardiff College of Education student called Lynn Davies being beaten into second place by the Soviet jumper Ter Ovanessian in the 1965 Universiade in Budapest, a year after the Welsh athlete's triumphant gold medal leap in the Tokyo Olympics.

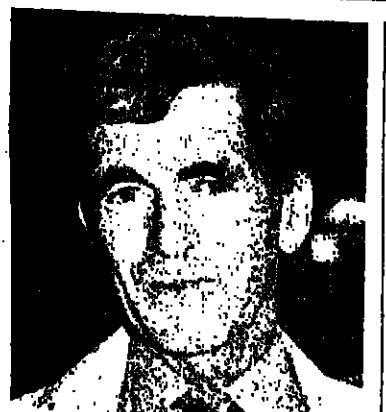
However, the event which sticks out most in Dr Wenden's memories of a third of a century of international student sport, is the previous games which took place in Porto Alegre where East merged with West for the first time.

At home, Dr Wenden, who this week retired from the treasurer's post of FISU after holding the post for 22

years, was the driving force behind the formation in 1962 of the British Universities Sports Federation (BUSF). "After a good deal of argument, we managed to persuade the Committee of Vice Chancellors and Principals to endorse a levy of 10 pence per head on every university student in Britain and Northern Ireland so we could fund the operation."

Another umbrella body, the British Students Sports Federation, which incorporates polytechnic and college athletes, now organizes and raises funds.

But, although our medal haul is never huge, it is due in large part to the organizational abilities of Charles Wenden that some 1,000 of our top students sportsmen and women have, over the past three decades, had the chance of competing with the best of their fellows from around the world. Having led from the front in expanding Oxford's dominance of college competition, Dr Wenden is



dismissed that the mandarins of university athletics still can't come to terms with the pressing need for a unified body to organize all student sport in this country. Today, Dr Wenden returns to Oxford from the 1985 Universiade in Kobe, Japan, where he won a 5,000 metre race for the over 60s, happy FISU bank account, mostly from the sale of television and marketing rights to the Japanese.

Call to respond to needs of industry

by Olga Wojtas
Scottish Correspondent

Higher education is an engine for the economic regeneration of Scotland, according to the Secretary of the Scottish Education Department.

Mr James Scott, who moved to the SED a year ago from the Industry Department for Scotland made his first major policy statement at a meeting of the British Association for Advancement of Science at Strathclyde University.

Mr Scott admitted that he took the uncompromising stand that the SED must ensure that higher education

Some might disapprove of this dirigisme, said Mr Scott, but he would argue it was simple and unambiguous, able to overcome obstacles to change, and above all, accepted by the institutions which experienced it.

Mr Scott particularly praised the Scottish Development Agency, whose role in promoting closer links between industry and higher education was that of "broker, financier and catalyst". The agency had brought together consortia of higher education institutions, private enterprise and other public sector bodies, sometimes providing funds, and on occasion providing the initial impetus for co-operative ventures.

Mr Scott said the importance of ensuring adequate manpower in electronics could not be overstressed, with Scotland now regarded as one of the major European microelectronics centres, last year attracting investment of almost £700 million. The SED has provided £14 million over the next three years to the technological central institutions.

However, Mr Scott warned that exploiting education to bring about economic regeneration "all goes for nothing if we fail to produce from the rest of our educational system enough able and qualified entrants to take advantage of the opportunities offered".

Sir Kenneth Alexander, principal of Strirling University, made a strong plea at the British Association for a massive expansion in continuing education.

At a very conservative estimate, more than half a million Scots qualified for continuing education at advanced or higher level, but the participation rate last session fell well short of 10 per cent.

The Scottish universities were inhibited by special difficulties from extending their continuing and extra-curricular education courses, he added.

The problems stemmed from the fact that the SED had been distanced from involvement with the universities, unlike the department of education and science in England and Wales.

Scotland was excluded from the DES programme to encourage higher education institutions to work with employers to develop vocational updating, and Scottish universities could not apply from DES grants for post-experience vocational education.



responded to the needs of industry. This was partly because the department was responsible for the central institutions and colleges of education and further education, all of which have been founded as vocational institutions.

"We are not responsible for the universities, so there has been no countervailing influence," he added, saying his stand was also because of the imperative need for government to do what it could to reverse the Scottish industrial decline of the past 50 years.

Mr Scott stressed the SED did not indulge in prescriptive planning, but rather that it encouraged educational awareness of emerging demands from industry.

Approval was required from the SED for all advanced public sector courses, enabling departments to tailor provision to demand, without the intervention of an intermediary such as the National Advisory Body.

Paul Flather reports from the British Educational Research Association Conference in Sheffield

New prescription aimed at doctors of philosophy

Radical ways of reorganizing the time spent by college and polytechnic lecturers in teaching, preparing and marking student work, in order to create extra research time, were proposed in a paper presented to the conference.

Dr Michael Dussay, reader in education at Trent Polytechnic, said new approaches were needed urgently because guidelines from the Council for National Academic Awards required all honours BEd courses to be underpinned by continuous staff research.

The Committee for the Accreditation of Teacher Education now also requires staff to spend time - the equivalent of perhaps one afternoon a week - in schools gaining "updating experience".

Lecturers are also facing worsening student-staff ratios, greater demands for accountability, and a growing administrative workload, all impinging on their timetable.

Dr Bassey sets out to redress the balance with a new concept called TRUST - Teaching Reduced for Undergraduate Study Time - to encourage staff to increase the amount of structured private study time for students. A number of Trent lecturers experimented successfully with TRUST last year and further experiments are planned this autumn.

In his paper, Dr Bassey, who has worked in the chemical industry, proposes a number of varied timetables. Reducing Teaching Time in a School of Education, by Michael Bassey, £1 plus postage from Trent Polytechnic.

Authorities are 'missing link' in research

All local authorities should appoint research brokers to promote new joint research programmes with local universities, polytechnics and teachers, the British Educational Research Association was told last week.

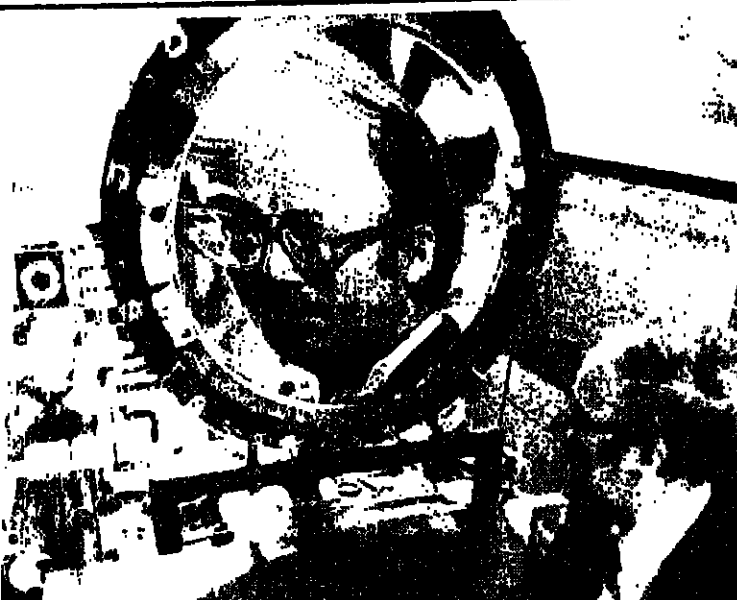
Mr Brian Wilcox, chief adviser to the Sheffield Education Department, giving his presidential address, appealed for local authorities to become major partners in a new "ecumenical research movement" that also involved local academic researchers.

Mr Wilcox believes local authorities have been the "missing link" in education research. In the current depressed climate they could do much to stimulate fresh research, urgently needed to cope with streams of new government plans, new curricula guidelines and new school examinations.

He argued that the research community was in fact growing with HMTs increasingly carrying out important research and surveys, with new schemes for secondment of the teacher-researcher, and now the local authority as a new research agency.

"I find it surprising that we have been for years the marginal role of educational research without apparently realizing, given the way our education system is organized, that the local education authority is a necessary key feature in the process of dissemination and impact," Mr Wilcox told the conference.

The new brokers would identify



Dr Peter Waddell, lecturer in thermodynamics and fluid mechanics at Strathclyde University, demonstrates his research team's new method of making high-quality optical mirrors, by flexing a plastic sheet with a vacuum.

Britain should develop 'national plan' of priorities

by Jon Turney
Science Correspondent

It is time for Britain to develop criteria for scientific choice into a national plan for research priorities, according to Sir David Phillips, chairman of the Advisory Council for Applied Research and Development on promising areas of technology is starting to have on senior science advisers.

The ACARD study, by a group chaired by Dr Charles Reece of ICI who has just joined the ABRC, attempted to identify areas of basic research important for developing technologies with important economic potential.

Professor Gareth Roberts, the Durham University physicist, said there must be an attempt to guide government support through a group matching research resources to national priorities. He offered the ACARD study as an example of linking research choices to economic and social priorities.

The study identifies three crucial areas for future technology: acquisition and handling of information; energy and materials; and study of natural processes. It then subdivides these and tries to analyse their potential economic significance.

But Sir David accepted that the best way forward was to try and establish a consensus on research priorities through wide consultation among re-

searchers, industrialists, and others with an interest in science.

Sir David's talk went along with others on the same day of the BA meeting to demonstrate the influence of an as yet unpublished study by the Advisory Council for Applied Research and Development on promising areas of technology is starting to have on senior science advisers.

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Paper stresses finding time for research

Serious concern was expressed in a discussion about the declining numbers of the education PhD student.

The discussion was sparked off by Dr Brian Hamilton, retiring president of BERA and a lecturer at Glasgow University, who painted a somewhat gloomy picture of low completion rates, declining numbers, rising fees, and credential inflation, devaluing the achievements of a PhD.

Attention was focused on the new US-style taught PhD being promoted by the Economic and Social Research Council. It was also claimed that university education departments had fared badly in the recent handout of awards, with just four out of 60 applicants getting funding despite the hard work put in.

Dr Hamilton plans to introduce some common taught courses in Glasgow under the titles history and philosophy of education, and education policy studies rather than the more "technocratic sounding" resources and methods classes.

Slow completion rates were also discussed. According to statistics collected by Dr Donald Bligh, now director of the centre for continuing education at Dundee University in six years the rates for education was 60.1 per cent, for all social sciences 67.0 per cent and for medicine 81.4 per cent.

One explanation was that graduates that they were taken by professional teachers who often had to return to work before completion.

Some mature graduates were making great personal sacrifice doing research, it was claimed.

'Hard' life after Keynes

by Karen Gold

The prospect of establishing economics as a unified hard science seems to be nearer attainment than it was when Keynes signed for it more than 30 years ago, Professor Collinson Black, Queen's University, Belfast told the BA economics section.

Scientists and lay people expect economists to be like dentists, he said, humble, competent specialists who can prescribe a carry out the appropriate treatment for it using well understood and accepted techniques to produce a "right" answer.

That view implies that economics is a "hard" science, whose propositions about the real world are open to testing and falsification, and the view was one economists had wanted to establish.

After Keynes, economics as science seemed a possibility in the concourse of neoclassical economics. Now there are hosts of different theories, all stressing their links with politics.

"What is new is the increasing strength and number of alternative schools of thought, reflecting the reaction against positive economics and towards a political economy," he said. "What the skilful theorists in economics make us see is their view of the world. To some political economists the world appears as a set of interlocking markets... To others the same world appears as a system of alienation and exploitation".

Urban policy in crisis of objectives

Urban policy is neither science, nor art, nor even witchcraft, but it is often makeshift, Mr Paul Cheshire, Reading University, told the geography section of the British Association.

The problem of urban policy was that its objectives had never really been decided: should it be to solve problems of dereliction and physical planning; or dealing with a perceived social crisis in major cities; or focusing on economic revitalization of the inner city? he asked.

This confusion of objectives meant it was no surprise that urban policy had been ill-coordinated. In the United Kingdom the emphasis in the last 10 years had changed from regional to urban policy. But measures such as shifting resources to distressed localities of large cities have not been adapted to deal with the smaller areas.

Where urban policies were successful, as in Glasgow and the Ruhr cities of West Germany, they appear to be based on common sense rather than science.

"I would claim we have no rigorous scientific understanding of how a particular urban region changes. Nor do we have hard insight into the detailed workings of urban areas at the local level," he said. The successful urban policy had to extend from transferring resources into inner cities, to questions of the environment, services, housing and infrastructure.

For proper urban policy to be carried out, politics must yield to long-term planning, geography section chairman Professor Brian Robson said.

"The adversarial base of the political system with its encouragement of the gratuitous overturning of prior initiatives must yield to a long-term financial plan for the urban areas which will need to be grouped into regions," he said. The abolition of the metropolitan county councils might make way for regional councils to do this.

Central government should then allocate resources guaranteed for at least five years, and the regional councils given power to make spending decisions.

Vested interests standing in the way of urban improvements - property developers or union officials - must be controlled, and a compulsory "city service" scheme for 18-year-olds be set up to improve the environment.

THE TIMES HIGHER EDUCATION SUPPLEMENT 6.9.85

Sandwich courses under fire

by Felicity Jones

Sandwich education continues to be attacked in spite of the 76 per cent increase in such programmes over the past 13 years.

The World Conference on Cooperative Education hosted by Napier College and the Council for National Academic Awards in Edinburgh this week predicted an expansion in the numbers of students and countries involved in sandwich education.

Dr George Tolley, head of the Manpower Services Commission quality branch, said that sandwich education continued to be "sniped at" as in the recent government report on costs and benefits of sandwich education. He blamed the poor assessment of work experience learning.

"Cooperation between education and industry in the provision of work experience placements is now well developed," he said.

"It could be better developed but there seems to be little point in pressing for yet more unless there is acceptance of the value of work-based learning and a radical change in assessments and examination practice.

"Unless there is such a radical change the facilities of industry are being used for learning without adequate recognition and, more than that, with the clear indication that learning that is not education based is not worthy of recognition".

Dr Tolley said the Youth Training Scheme was a model for bringing together the examining bodies with industry training organizations and educational institutions. "It is a pity that there has been no similar concerted effort in sandwich courses after a century of experience," he added.

Mr Alan Stewart, Scottish minister for industry and education, said the RISE report (research into sandwich education) confirmed that sandwich education provided substantial benefits. Those benefits depend, he said, on the close cooperation of industry and universities and the willingness of employers to provide the training places.

Professor John Ashworth whose paper was given by a colleague regretted that the RISE report had not been more positive and said "it would be a disservice to this report to draw simplistic or trite conclusions".

Despite the evidence Professor Ashworth said: "There is a general feeling in universities and polytechnics that sandwich programmes are less than elite." He suggested industrial experience should inform undergraduate teaching in the same way as research.

Athletes feel at home after Japanese downpour

Ian Coxon redirects a postcard from the World Student Games

Dear Daphne,
You should have told me that GB had raised a team for the World Student Games, going on in Kobe over the past fortnight. I would never have known I had not seen a bunch of fresh-faced blue-blazered youths waiting for the high-speed driverless train to Port Island.

Anyway, one of the group was Sylvia Day's boy, Tony, who apparently had sprung a surprise in the 1,500 metres freestyle by setting a new World record to collect Britain's first bronze. He and Kevin Boyd, a strapping giant of a medical student who produced three pbs (excuse the jargon - personal best), put our American university-trained swimmers to shame.

We all enjoyed Joy Tacon and Liz Jones beating the highly ranked Americans Rush and Hulbert for a silver in the tens.

But so one was more puffed than Eddie Wedderburn, pressed in a gold in the steepclimb by an Italian. Best wishes,

College lecturers paid 5% rise

by David Jobbins

Local authority employers are to add 5 per cent to college lecturers' salaries this month although a final deal has yet to be ratified by the unions.

Thousands of polytechnic and college staff will receive a backdated payment to April 1 as employers seek to avoid paying up to £2 million in higher national insurance contributions.

But even as the payments on account were being made in line with recommendations from the local authorities Conditions of Service Advisory Body there were early indications of a revolt by members of the main union, the National Association of Teachers in Further and Higher Education, against their executive's recommendation to accept.

And the Association of Polytechnic Teachers, which represents up to 3,000 polytechnic staff, indicated it too might not be prepared to ratify the

provisional agreement for 5 per cent from April and a further 2 per cent from December 1 conditional on presentation of a joint report on structural reform and economics, coupled with automatic transfer from the top point of the lowest salary scale.

If local authorities had not taken this step, they would have been liable for higher employers contributions which come into effect on October 6, only a few days after Natfhe's salary council is due to vote on the deal.

They are following the example of the universities who have been recommended by the Committee of Vice-Chancellors and Principals to pay 4 per cent on account this month to academics, clerical and secretarial staff and technicians.

Not all local authorities have opted to make a payment on account. At least one, West Sussex, is to make a special payroll run on October 4 if Natfhe accepts the deal.

Others such as Oxfordshire are still balancing the costs of making a pay-

ment now against the financial advantages.

Although Natfhe leaders say they do not doubt the integrity of the employers, who they believe are genuinely seeking to save money for the education system, they fear that opponents of the deal may see the employers' action less favourably.

Opinion against the package is said to be developing most strongly in five of Natfhe's largest regions - the North West, Outer and Inner London, East Anglia and the West Midlands.

If the five regions were to vote against, the chances of the deal getting through the council are slim. But officials say they believe that rank and file opinion is stronger in support of the deal, particularly because of the achievement of the long desired L1 L2 merger, than they anticipated.

The APT this week called for an early Burnham further education meeting to secure an interim settlement to beat the higher employers contributions.

Tombs to head ACARD

Sir Francis Tombs, chairman of Rolls Royce will succeed Sir Henry Chilver as chairman of the Advisory Council for Applied Research and Development on promising areas of technology is starting to have on senior science advisers.

Sir Francis, who is already chairman of the Engineering Council, will preside over the Government's main advisory committee on applied research and technology, which reports to the Prime Minister. The ACARD is becoming increasingly influential in framing national research policy, including work done by universities and research councils.

Five other new members will join the council at the same time. They are Mr Matthew Bullock, corporate finance director of Barclays Bank and an expert on high-technology companies, Mr John Fairclough, director of manufacturing and development for IBM (UK), Mr Anthony Gill of Lucas Industries, Professor Desmond Smith, the optical computer pioneer at Heriot-Watt University, and Mr Eric Hammond, general secretary of the Electrical, Electronic, Telecommunications and Plumbing Union.

● The Economic and Social Research Council also has five new members, appointed for a three-year term. They are: Dr Graham Winfield, chief executive of the overseas division of the BOC group; Mr Christopher Foster, head and director of the economics and public policy division of Coopers and Lybrand Associates; Dr William Birch, the retiring director of Bristol Polytechnic; Mr Tony Christopher, general secretary of the Inland Revenue Staff Federation; Mr Keith Thomas, fellow and tutor in history at St John's College, Oxford.

● The ESRC chairman Sir Douglas Hague is undergoing tests in hospital after a heart attack, and will not return full time to the council until the end of October.

Departmental switch planned for Ulster's science faculty

A proposal has been made to dismember the faculty of science at the University of Ulster.

Certain departments in what is now the faculty of technology would be merged into a single faculty of science and technology, based at Jordanstown.

In memo entitled Faculty Organization, the vice-chancellor, Dr Derek Birliey, suggests that the computing science department should have separate staff and, possibly merged with mathematics, form an Institute of Computing and Communication. Operating across both campuses, with its own undergraduate and postgraduate programmes, this would provide "a powerful platform for research".

The science faculty would continue in its current form at Coleraine but with a fresh emphasis on part-time courses and student placement in industry. A new post for an assistant dean, based at Coleraine, would give Coleraine and Magee a degree of independence and bring to both a heavier science and technology bent. The paper states: "The bad effects of the present division of staff between the two main campuses could be reduced".

It even names the current dean of technology, Don McCloy, to be the new dean of the amalgamated faculty, and states that the assistant dean would be appointed from the present science faculty.

The new faculty at Jordanstown would be serviced by a series of institutes, created by compartmentalizing the remaining ten science disciplines.

Two emergency meetings have been convened to discuss the full implications of the vice-chancellor's proposals. The senate has brought forward to September 11 a meeting scheduled for late October.

Science and technology staff will hold a meeting two days earlier. An APT representative, Kenny Holloway, said that while there had been concern about the science staff's future for nearly a year, the proposal must be welcomed as some move to provide a solution. But how palatable it proved remained to be seen.

A five year plan for the science faculty's future, presented in February, proved totally unacceptable to the development committee.



New date in calendar of battles

Every now and again an event occurs in the international student world which has a profound effect on political life.

February 17, 1967 - the exposure of CIA infiltration of the US National Student Association; May 4, 1979 - the shooting of students at Kent State University; August 28, 1985 - although not yet recognized - is one such date. The decision by the South African government, under Section 4 of the Internal Security Act, to declare the Congress of South African Students an illegal organization is sending shock waves through the international student world.

The Congress of South African Students is one of the major student organizations in South Africa. The second, the National Union of South African Students, is a university-based (and, hence, predominantly white) union. NUSAS is not "in competition" with COSAS, nor is it in any way hostile. Indeed, it is a source of severe embarrassment to the regime that the university's students' representative body is so hostile to apartheid.

COSAS, the largest affiliate to the United Democratic Front, is an organization of high school and college students. Ironically, the decision to declare it an illegal organization will not have the drastic effect one might imagine. COSAS has had to operate underground for many months, in any case. Its officers are continuously harassed, subject to detention without trial, their homes are broken into, friends and family intimidated, mail opened and withheld, phones tapped, etc. The security forces' objective is to render political organization impossible. The fact that the other functions of the student organization are affected is coincidental. Yet, simply to telephone my colleague in South Africa - would render him liable to prosecution.

The powers, however, that the South African state has granted itself, are overwhelming and awesome. The decree simply appears without public debate through an advertisement in *The Gazette*. The State has, in fact, no obligation to inform COSAS of the decree other than this method. The decree renders it illegal to "advocate, advise, defend or encourage the achievement of any of the objects of COSAS", display any material in pursuance of the above, contribute directly or indirectly, become or be an office bearer, or to organize or support any activity of whatever nature in support of COSAS.

On the afternoon of August 28, the informal network of international student contact came alive. Our first objective was to have our respective governments made aware of the decision and to condemn it publicly.

The anti-apartheid movement is the strongest and most broadly-based campaign in British student politics. The feeling of shame and anger towards our Government only serves to enhance our determination. In the coming term, the issue is likely to dominate the student political agenda. Our strategy will be one which materially and constructively helps our colleagues in South Africa. The intransigence of our own Government is a major factor in supporting Pretoria. It is nonsense to suggest that economic sanctions do not speed up the end of apartheid - it is an excuse. It didn't apply in Poland, in Argentina or in Nicaragua: wherein lies the difference?

Phil Woolas

The author is president of the National Union of Students.

overseas news

Cash sought for Euro science link

from David Dickson

PARIS — The European Science Foundation is seeking around £600,000 from European governments to build up a system of networks linking together laboratories and advanced research centres working in the same areas of science.

This is proposed in a report commissioned by ministers after a meeting in Paris last September. So far, however, the ESF has only received commitments from two countries — France and Norway — which have promised between them the sum of £140,000.

The Paris meeting was called by the French government to explore ways of increasing co-operation in research between European countries as a step towards the creation of what French officials like to call a European technical community.

In its report, the Strasbourg-based foundation suggests that this should be partly done by strengthening some of the networks that already operate under its auspices, such as those in brain and behaviour research, polymer science and the acquisition of a second language by adult immigrants.

The money which has now been promised by the French and Norwegian governments has already allowed the ESF to begin setting up new research networks in the fields of polar research, gerontology and longitudinal studies on human development.

In each case, institutions linked together in a network will be expected to organize joint workshops and international conferences in their particular fields, as well as high-level training programmes and summer schools. These are referred to by the ESF in its report as "level 1" activities which it

feels confident can be carried out at a relatively low funding.

"Level 2" activities, it says, would involve the setting up and implementation of major cooperative projects and research programmes, and require considerable financial support from governments.

The ESF says that it is not at present in a situation to take on responsibilities for such activities, although it points out that in fields such as synchrotron radiation, it has initiated major research undertakings which have subsequently been taken over by inter-governmental working groups.

The French government has drawn up an ambitious list of 50 separate areas of science in which, it suggests, research networks could be created. These are divided into the six areas of earth and ocean sciences.

The ESF accepts that there is scope for considerable expansion of the networks which they currently oversee into some of the areas which are being suggested by France. However, ESF officials add, little can be achieved until substantial extra funding is raised from European governments, many of whom are considerably more sceptical than the French about the advantages of a major investment in research networks. "If we can raise more money, then we will be able to go ahead in new areas," one official said last week. "We will just have to wait and see how things evolve."

The ESF's report on networks, which received an enthusiastic reception from the research ministers when it was submitted to them in June, will be discussed at the next meeting of the executive board of the foundation, due to be held in September.

Criticism greets new exam

from Lindsay Wright

WELLINGTON

With the abolition next year of the national University Entrance qualification, the problems and debates that have plagued the Form Six level at New Zealand secondary schools could now move to Form Seven.

A working party of the Universities Entrance Board has circulated a report to secondary schools and universities indicating its support for a national examination at Form Seven with secondary school teachers providing a significant proportion of the marks awarded.

The board has decided after consulting the universities that secondary school students will be able to apply for provisional admission to university directly from the sixth form.

The Department of Education has now expressed concern over the possibility of a rapid increase in the numbers of Form Seven students and many teachers oppose the idea of a national examination at seventh form level. Teachers, after all, had argued for years that the University Entrance Examination had dominated the senior secondary school syllabus and that as more and more students stayed to complete four years of secondary schooling those syllabuses had become increasingly irrelevant to most Form Six students.

The University Entrance Board for its part, has now decided that its University Bursaries Examination and University Scholarships Examination sat by Form Seven students will be the main means by which students will qualify for entrance to a university in New Zealand in 1987.

Professor David Vere-Jones, a board member who teaches mathematics at Victoria University, warns that the alternatives to a national examination could be the setting up by individual universities of competitive entry examinations without regard to the broader educational objectives of the upper school programme.

In the past the entrance examination has acted as a buffer between the more self-interest of the universities and the wider extracurriculars of school teachers and the department (of education).

The existing national Form Seven examinations are under close review now. The bursaries examination has been a means, in the past, of enabling Form Seven students to compete for supplementary grants and will, at least for next year, double as the main national examination for admission to university.

Debate will now concentrate on a range of issues — how to include a school-based component in the final assessments for a national examination; how to fit the awards previously won in the bursaries examination into a new examinations structure; and whether a single examination should double for university entrance and merit awards.

An American dictionary, Sir, is like a dog's walking on his hinder legs. It is not done well; but you are surprised to find it done at all....



Not so much an accent, more a way of life

from William Norris

WASHINGTON

I met an American this week who announced proudly that he could receive both BBC television channels on his satellite dish. "But I never watch them," he added. "I can't understand a word they say." It was a salutary reminder that the American language, as is well known to any Englishman who lives here, is not just English spoken with a funny accent. It is something else. What has been lacking until now is a comprehensive dictionary to make clear exactly how far it has departed from its English roots.

The deficiency is about to be remedied. This month will see publication of the first volume of a *Dictionary of American Regional English* — a mammoth tome which has been in preparation at the University of Wisconsin for 20 years. Volume One, of five, covers from A to C. There is a long way to go, and at just under \$50 for each section, students of American as she is spoke will be paying dearly for their education.

What they will be getting is the fruits of a research project which has covered more than 1,000 cities, towns and backwaters across the nation. Two and a half million individual answers to a questionnaire comprising 1,847 questions in 41 categories had to be fed into the university's computer before the real work could begin.

The field workers had an adventurous life: one woman had to fight off the amorous advances of a Louisiana oil rig worker, and one black researcher was almost killed in Alabama. But the end result is an amazing compendium of colourful words and phrases. There are, for instance, more than 200 terms used to describe an outside lavatory, including *blac lodge*, *maggie* and *flagg*, first national bank, half moon and hooter.

At the present rate of progress of five volumes — including one of bibliography and answers to questions — should be completed by the end of the decade. D, E and F are now ready for the printer. Then, with words like "astrogator" and "hellywhopper", "hooft" and "swong" given the dictionary's cachet of authenticity, the American language will have come of age.

From the outset, the moving force behind the dictionary has been Frederick G. Cassidy, a Jamaican who gained his doctorate at the University of Michigan and is an emeritus professor of English at Wisconsin. Cassidy was 58 when the project began. Now his greatest wish is to survive until it is completed.

Cassidy's idol and role model is Samuel Johnson. He also acknowledges a debt to Sir James Murray, Scottish editor of the *Oxford English Dictionary* (1928) and Joseph Wright, who produced the *Cambridge English Dialect Dictionary* 1905. But it is Johnson, with his conciseness of definition, who has been the presiding genius.

The most fruitful areas for research proved to be isolated regions like Appalachia, where the language had been conserved over long periods and was less subject to rapid change. But Cassidy found gems in the cities, too, and made a special study of the vocabulary used by young blacks and Puerto Ricans in the ghettos.

There has been no expurgation of swear words as in, unless they are too commonplace to be worthy of note. In fact, words like Cassidy discovered in the words of American novelists and writers in small-town newspapers. Hence the inclusion of "Astorporous", which a Georgian author coined to marry the Astor family name to the adjective "impetuous" and so form a new word for "haughty".

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Places demanded for rising tide of Gulf War refugees

from Christopher Follett

COPENHAGEN

The influx of Gulf War refugees to Denmark over the past year is forcing Danish universities to press for increased intakes of foreign students. The flow of refugees to Denmark increased 12-fold to 4,300 last year from a mere trickle of 350 in 1983, according to estimates by the Danish Refugee Aid Organization. This year Denmark expects to receive a further 7,000 asylum seekers.

The bulk of the refugees are Iranians escaping from the Gulf War, mainly deserters and conscientious objectors of good education in the age group 22-28. After receiving political asylum, as most of the refugees do, 18-month Danish language course of four to six hours of teaching daily. The course takes pupils up to the equivalent of O level in Danish, allowing them access to the Danish higher education system. There are also more advanced courses for those wishing to go to university.

At present Danish universities have a ceiling of 15 per cent of the total annual intake for admissions of foreign students, but this figure will in all probability have to be increased to 25 per cent, the University of Copenhagen estimates, to accommodate the anticipated flow of academically ambitious Iranians.

Iranian refugees present a new challenge to us, Mr Birger Mortensen, principal of Denmark's largest language school for refugees, in Copenhagen told *THE TIMES*. "They are unlike our traditional refugees in that they are generally very well-educated and ambitious, our task being to teach them Danish by crash courses so that they can continue further education here in normal Danish universities."

This year the University of Copenhagen expects the number of refugee applicants for admission to rise to 300 for the academic year 1986/87 — including the first big batch of Iranian graduates from the refugees' compulsory language course. This has prompted the university to press the Danish Ministry of Education to make a political decision this autumn to increase admission quotas for refugees, at the cost of reducing places for Danish students. Iranians are especially interested in pursuing medical studies in Danish universities at a time of cuts in the educational sector, and when hard-pressed university authorities are geared to funneling undergraduate refugees into political science, mathematics, physics and engineering degree courses where there are places available and job prospects are better.

The sudden steep rise in the number of refugees in Denmark is due to a liberalization of the country's Alien Laws last year. Danish law now allows police may now not refuse entry to refugees, who are guaranteed a hearing for their applications for political asylum by the Danish authorities.

More science puts pressure on resources

from John Walshe

DUBLIN

Ireland is expanding higher education opportunities so rapidly it may be sacrificing quality for quantity. This is the uncomfortable conclusion for the Government in a leaked report due to be published in the autumn.

The report on manpower policies was prepared by consultants for the National Economic and Social Council, a publicly funded body which acts as a forum for discussion on economic and social issues. The lengthy document lays great stress on the part higher education institutions can play in economic development.

In the past ten years higher education student numbers have increased in the republic by 66 per cent; there has been increasing emphasis on disciplines such as science and engineering which require higher staff/student ratios and more expensive materials and facilities.

The report says that a reduction in graduate quality may result from the

effect of expenditure constraints. Between 1978 and 1982 the non-pay element of current expenditure in the republic's five university colleges fell from 39 per cent to 25 per cent. This reduction has a significant impact on the purchase of equipment and facilities when changes in VAT and inflation are taken into account, it says.

"The situation becomes more serious when one considers that, in this period, there was an increase of 19 per cent in the number of students taking laboratory subjects compared with an overall increase of 12 per cent in full-time student numbers," says the report.

It warns that the present state of equipment in many of the science and engineering departments in the universities is likely to act as a constraint on their attempts to attract good students and to give them access to modern equipment, which will have serious implications for the future quality of skilled manpower.

Other factors which may affect the quality of student output and which are

exacerbated by the cuts in non-pay expenditure include retraining/updating of lecturers and emphasis on research.

It is important to ensure that a reasonable balance is achieved between expenditure related to expansion (eg capital expenditure on new buildings, etc) and expenditure on consolidation and improvement of quality of output (eg staff development, equipment, research, etc).

The report suggests that a possible source of funding for higher education is the Irish industrial, financial and commercial sectors. While the yield from this source is unlikely to be significant in relation to the total budget for higher education it could ease the financial problems of individual departments or colleges while developing their links with outside agencies. Closer co-operation with other state agencies could also lead to reduced expenditure.

It says that it is vital for Ireland's future industrial and economic development that continuing priority be

given in the provision of an adequate supply of scientists and technologists. The emphasis on sub-degree programmes which has been evident since the early 1970s is likely to be enhanced by the availability of funding from the European Social Fund for one and two-year courses.

The report recommends that a new National Higher Education Authority be set up which would have executive responsibility for the financing of the whole third level system. It would have advisory responsibilities relating to the planning of the whole system. It would have the power to earmark funds or offer contracts to colleges for the provision of courses in priority areas.

The suggestion of a new all-embracing authority is likely to prove controversial, especially with the local authorities who run technical colleges. However, the principals of these colleges have been campaigning for greater autonomy and freedom from local interference and will welcome the recommendation.

Ms Lovely woos US freshmen

The 1985 crop of freshmen, about to wander through the doors of American universities, are going to find themselves the objects of very special attention. There are fewer of them this year — enrolment is likely to be down by 100,000 in 12.25 million — and the colleges are desperately anxious that they should be happy.

The reason for this is not entirely altruistic. Students are the universities' paying customers, and every one who leaves before the completion of his or her four-year course represents a dent in the collegiate bank balance. The smaller rolls have made the freshman an even more precious commodity, and there is therefore an added urgency to this year's rite of entry.

Ms Lovely Uimer, the delightfully named "coordinator of orientation" at the University of Kansas, said this week: "Statistics nationally show that it's the first four weeks of school that determine whether a student remains at the university — whether they become comfortable with the environment."

Kansas sets out to achieve this by getting all the freshmen together in the university football stadium, singing fight songs and learning how to "wave the wheat". For the uninitiated, this means waving the arms during a football game to imitate wheat blowing on the Kansas prairie, which is believed to have a devastating effect on opposing teams.

Many and strange are the ways in which the universities will be making their new acquisitions comfortable. A number of colleges have even extended the orientation process to parents, aiming to create a sense of kinship with those who are paying the bills, and to ease the anxiety of having their children leave home for the first time. Vanderbilt University in Nashville, Tennessee, offers parents a talk on "The Pangs of Separation", and others are inviting them to join their offspring for their initial lectures.

Polish university staff who criticized the recent amendments to the higher education act will be treated as trouble-makers, government press spokesman Jerzy Urban has warned. The universities should concentrate on raising teaching standards, not promoting a hostile reaction to the amendments, he said.

Under the amended act, which concentrates considerable disciplinary powers in the hands of the minister of science and higher education, academics can be suspended or dismissed, without right of appeal, should the minister consider this to be in the public interest.

During the past year the minister, Dr Bronisław Misiewicz, has shown little consideration for the opinions of the academic community about the amendments.

Mr Urban's warning, therefore, has been interpreted by many Polish academics as a direct warning from Misiewicz that should criticism of the reform continue, he will not hesitate to use his new disciplinary powers.

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American football players... college is still the goal

Athletes win free access

from William Norris

WASHINGTON

A rule that would have required American college athletes to achieve set academic standards before admission to university has been virtually abandoned. Yielding to pressure from minority interest groups, the National Collegiate Athletic Association has substituted a formula which few students are expected to fail.

The aborted regulation, which was due to come into effect next August to stop university athletes department to their scholastic ability, required a minimum score of 700 on the Scholastic Aptitude Test (SAT) or 15 on the American College Testing Exam (ACT).

These are not particularly high scores, being below the average achieved by most students admitted to college. But it was claimed that the rule would be unfair to black students, who tend to excel in sport rather than in the classroom. One

study showed that if the rule had been in effect in 1977, more than 80 per cent of black athletes admitted to college that year would have been denied entry.

Faced with accusations of unfairness and racial bias, the NCAA has backed down and recommended a face-saving formula which would require no minimum test score nor high school grade point average, but would take a combination of both to reach a recommended total of points.

For those who take the SAT, their score will be added to their high school grade point average and the total multiplied by 400 to achieve a minimum of 1,500 for admission. Those submitting ACT scores will need 34 points, arrived at by adding their ACT total to their grade point average and multiplying by 10.5.

Cynics suggest that any student capable of working out the answer to this formula should have no difficulty in getting into university. A final decision is expected to be taken at the NCAA convention in January next year.

Army education boost for civilian life

by Geoffrey Parkins

As the Chinese army demobilizes one million troops, the government is confident its policy of educating military personnel will pay dividends in terms of improved civilian career prospects and the contribution demobbed troops will make to the modernization drive.

Junior middle school education is now mandatory for enlisted men and the army plans to raise the minimum requirement to senior middle school level by 1987. Last year alone 260,000 troops took university, college or polytechnic courses, and 113,000 junior middle or senior middle school courses.

More than 310,000 demobbed officers have obtained diplomas ranging from junior middle school to university level, with about 8 per cent receiving university degrees. The figures constitute a 50 per cent improvement since 1981 and show the People's Liberation Army has been following party leader Deng Xiaoping's policy directive of producing better educated military personnel.

Mr Deng urged the army to equip enlisted men with knowledge and skills in science, technology and occupational fields such as manufacturing and agriculture, besides military training.

And army leader Yang Dezheng recently called on the military academies to speed up their efforts to provide greater educational opportunities for officers. Reforms should be geared to the needs of the nation's modernization drive, he said.

Meanwhile the navy with the Peking People's University and the Peking Correspondence University of Humanities, has opened China's first floating college on a guided missile destroyer at the port of Dalian in north-east China.

Already, 182 students have been enrolled on two-year courses designed to provide soon-to-be demobbed naval personnel with occupational skills they will be able to use in civilian life.

About 30 teachers from Peking People's University will spend six weeks each teaching on the destroyer, and then spend the rest of the year teaching by correspondence.

Swedish blueprint urges boost for humanities

from Donald Fields

HELSINKI

Sweden's National Board of Universities and Colleges has recommended that the humanities should be boosted while new syllabuses are adopted under the rubric of technology and data studies.

In its blueprint for the fiscal year 1986/87, the board, which advises the government, proposes that funds for higher education be expanded by 500 million kronor (243 million) to 6.5 billion kronor (336.5 million). Four-fifths of the increase would be due to inflation.

Humanists would be encouraged by reinstating a bachelor's degree known as Fil Kand scrapped in a sweeping educational reform in 1977. Nationwide, 620 students would be allowed to choose for themselves which courses to attend in working for this degree.

By proposing this measure and the introduction or extension of particular courses in certain universities, the board hopes to compensate for a perceived "imbalance" between humanistic and scientific disciplines which has emerged in recent decades.

Another objective is to promote the "international perspective" deemed desirable in Swedish education and research.

On the technology side, the board urges that opportunities be provided beyond the traditional framework of instruction for civil engineers. A more flexible study system, largely within the non-university segment of the tertiary education framework, would lead to the demarcation of three functional groups: technical-scientific, involving seven years study after compulsory school; technical-theoretical, five-six years; and technical-practical, with two years in the gymnasium (senior secondary school) followed by two years at college.

On paper, Swedish higher education is structured with the student's eventual career in mind. Underlying the medium term trend, a further contraction in the output of teachers and dentists is envisaged in the board's proposals. New openings in the humanities are partly designed to attract those with linguistic abilities who have hitherto found an outlet only in pedagogical courses.

Australian school benefit plan will help fight unemployment

from Geoff Maslen

MELBOURNE

The Australian government is to make a sustained assault on high unemployment among the country's young people by encouraging them to stay on at school longer, providing special training scheme for school leavers and creating an extra 20,000 places in higher education by 1987.

Releasing details of the government's 1985/86 budget, the prime minister, Mr Robert Hawke, said reducing youth unemployment was now the Commonwealth's top priority. At present, 225,500 young Australians, or 15 per cent of 15 to 24-year-olds, are out of work, and the government is now to spend more than Aus \$250 million by 1987 in an effort to substantially reduce the figure.

During the next four years, the government will move to link secondary and tertiary education allowances with unemployment benefits so that more young people will be encouraged

to stay at school. In 1986, nearly all young people eligible for unemployment benefits or education allowances will receive more than Aus \$2,000. In 1987, allowances will move to an age-related basis with special measures for young people without parental support.

The government is also attempting to ensure that young Australians who want to undertake higher education can find a place in a tertiary institution. A crucial part of the three-pronged attack on youth unemployment is the provision of an extra 20,000 places by 1987. Up to 2,450 additional places will be available next school year to cope with what universities and colleges of advanced education have described as a chronic shortage of places.

But the immediate primer of the government's strategy will be a special vocational training scheme aimed initially at 16 and 17-year-olds who have not completed the final year of secondary school. The scheme is intended to provide work and training for at least

12 months for 10,000 young people next year and up to 75,000 by 1988. It will involve 13 weeks off-the-job training, generally at technical and further education colleges, and systematic on-the-job learning.

Participants will receive a minimum of \$90 a week and a maximum of more than Aus \$2,000 a student. Employers will be paid a training incentive of Aus \$1,000 for a trainee or Aus \$2,000 for a disadvantaged youth for 12 months. The government estimates the scheme will cost around Aus \$16 million over the next year.

In giving details of the youth package, Mr Hawke said: "This will provide more young people with the opportunity to acquire the greater

range of skills needed to cope with the increasingly rapid changes in technology and society."

Mr Hawke announced an 8 per cent increase in expenditure on higher education, basically intended to create new places. Even so, it is unlikely the expansion will match the demand. The shortage of places in higher education institutions right across Australia is so acute that students completing year 12 secondary school with bare passes are almost certain to miss out on a place in a tertiary institution.

According to OECD figures published with the budget papers, there are huge differences between Western countries in their levels of youth unemployment. In Britain, for example, the figure is around 23 to 24 per cent, compared with 4.8 per cent in Japan, 7.5 per cent in Sweden, 9.5 per cent in Germany, and 12.5 per cent in America. Australia with around 15 per cent youth unemployment is still below Canada's 18 per cent and France's 28.6.

Quality call in Mongolia

Mongolia must "radically raise" the quality of its higher education, urged the Central Committee of the Mongolian People's Revolutionary Party in a special resolution entitled *Some Measures Concerning Higher Education*.

The Central Committee noted that although now one in five persons working "in the sphere of the national economy or culture" has a university or specialized college education, the educational level of these graduates is insufficient.

New teaching plans must be drawn up, the Central Committee notes, with special emphasis on the rudiments of computer and microcomputer technology. Funding for the higher education sector must be increased, and there must be a special drive to enrol students in higher education establishments on the basis of the "real needs of the national economy".

Special attention is to be paid to "advanced Soviet experience" in Mongolian education.

Knockdown price of survival

Early one morning in the middle of June, Mme Halimi, the French representative on the executive board of the United Nations Educational, Cultural and Scientific Organisation, emerged from a marathon all-night session of a negotiating committee that she had been chairing to announce triumphantly that a "consensus" had been reached on how the agency should distribute its budget for the two years 1986 and 1987.

The package that emerged has a vital significance for the future of the organization. For it represents the basis on which British officials are now expressing "guarded optimism" that the situation within Unesco is already improving – and that the change could be sufficient to persuade the British Government not to press ahead with its decision to follow the example set by the United States and withdraw at the end of the year, as it is currently threatening to do.

The package is also important in that, almost for the first time in Unesco's 39 years of existence, it represents not merely a clear statement of the priorities which its various member states would like to see it pursue but also – as a direct result of the 25 per cent budget loss caused by the US withdrawal – the compromises and trade-offs between priorities which all sides are prepared to accept.

These compromises, which will be presented in a proposed two-year programme that will be submitted to the general conference of the organization when it meets in the Bulgarian capital of Sofia in October, are the result of two separate stages of negotiation.

The first, whose results are contained in a lengthy document submitted to the executive board in June, contains the secretariat's recommendations – taken after consultation with its member states – for absorbing a 33 per cent budget cut. The second represents the executive board's reactions to these recommendations, ex-

pressed through its own proposals for distributing the \$3.2 million which will still be available if the cuts only come to 25 per cent (and thus if Britain stays in).

A detailed, if unofficial, analysis of the figures involved in both cases reveals some interesting conclusions. It appears that, although each section of Unesco is being required to absorb a proportion of the cuts made necessary by the US withdrawal, there is no redistribution of the total budget between sectors and some of the programmes previously criticized by Western countries will not now receive extra funding.

For example, while the secretariat had proposed increasing the major programmes in education and education policy from 11.1 to 12.3 per cent and 4.8 to 6.1 per cent of its budget, the programme on culture was to have dropped from 13.1 to 12.7 per cent.

Although the communications programme, widely criticized by many Western countries because of the support given to the idea of a "world information order" was to have seen its share of the total budget fall from 6.9 to 5.8 per cent, the controversial programme on peace and human rights was to have increased its share from 2.6 to 3.3 per cent.

The overall picture changed significantly, however, after the meeting of the executive board. And the board's deliberations on how to allocate the extra \$3.2 million, indicated by raising individual programmes from second to top priority, reveal some interesting differences in priorities between the geographical blocks.

The Western developed countries, for example, negotiating as group I, suggested major increases in the budgets of major programmes II (education for all), X (the human

Breakdown of Executive Board Allocation of Money to Major Programmes

Major Programmes	\$	% of extra	% of total
I. Reflection on World Problems	203,000	6.5	1.7
II. Education for All	287,800	8.5	12.0
III. Communication	87,000	2.6	6.4
IV. Education, Training and Society	102,000	3.3	6.2
V. Education, Training and Society	583,000	18.6	14.7
VI. Information Systems	351,700	11.2	5.2
VII. Action for Development	—	0.0	5.0
VIII. Science, Technology and Society	10,000	0.3	2.9
IX. Human Environment and Terrestrial and Marine Resources	1,569,500	50.0	14.7
X. Culture and the Future	313,000	10.0	12.0
XI. Human Rights	— 50,000	— 1.2	0.8
XII. Peace and International Understanding	—	0.0	3.1
Subventions to NGOs	— 900,000	— 28.6	—
Total:	3,137,100		

environment and terrestrial and marine resources) and XI (culture and the future) – each considered "core areas" at the centre of Unesco's responsibilities. In contrast, the group suggested a 22 per cent cut in the secretariat's proposed funding for programme XIII (peace and international understanding).

The Eastern bloc, while agreeing with the West on the need for extra funding for programme X, also suggested in contrast that the bulk of the additional money should go to programme VI (the sciences and their application to development), and that, despite some rearrangement of priorities, programme XIII should be funded at virtually the same level as 1984/85.

Third world countries, speaking both as the "non-aligned group" and the group of 77, fell between the two. Again their top priority for the extra funds was programme X – in particu-

lar, the research and training programmes relating to water supplies and resources, currently a popular topic in the light of the African drought – and, like the West, programme II (education).

The results of the negotiations was that consensus was reached between the three groups (as well as Asian countries making up group IV, primarily Japan) on extra funding for programme X, which was allocated \$1.6 million out of the \$3.2 million available, bringing its share of the total proposed budget up from 13.4 to 14.7 per cent.

Programmes III and VI both also received substantial shares of the extra money (as the third world and Western countries had respectively argued), while programme XIII, dear to the heart of the Eastern bloc, remains scheduled for almost full funding (partly reflecting the fact that the USSR is now the single largest contri-

butor to Unesco's budget, and, as one of the few countries to pledge extra funds to cover the costs of the US withdrawal).

Two facts stand out from an analysis of the results, both of which – providing no one tries upsetting the apple cart – bode well for the future of the organization. The first is the consensus that the bulk of the extra money should go to programmes falling under the science directorate, widely seen as one of the more productive parts of Unesco.

The second is that desires of the third world countries as expressed in the negotiations reflected a balance of Eastern and Western priorities which will make it easier to maintain the neither side has been excessively influential.

No one is entirely satisfied with the results. The Eastern bloc is still mulling over some of the compromises it has been forced to make to meet Western demands. Third world countries, too, have been reluctant to go along with the West's desire for a greater concentration of Unesco's funds claiming that this runs the danger of removing support for technical assistance projects that, while relatively small in Unesco's terms, may nevertheless play an important role in some countries.

And British diplomats are keen to point out that, even though the resulting package is a step in the right direction, they have not yet made any promises about the step being large enough – even if it is endorsed at Sofia – for Britain to remain a member of the organization. Their guarded optimism about the outcome of Sofia is also shared in Unesco's Paris headquarters, where the shock of the first cuts (for example, the likely need to lay off 500 to 600 personnel) has now been overcome, and there is hope that the organization may yet survive its current ordeal intact.

Shock to the system

In two weeks' time vice chancellors will gather in Leicester for their annual residential meeting, prepared for what promise to be a testing couple of days. The magnitude of the crisis facing universities is reflected by the longest agenda drawn up for such a meeting, and the unprecedented attendance for one of the days of the Secretary of State for Education, Sir Keith Joseph (Cabinet reshuffles permitting).

One of the talking points among the assembled participants will doubtless be the recent announcement that the committee's current chairman, Mr Maurice Shock, will be leaving his post at Leicester University to take over the reins of Lincoln College, Oxford, in the autumn of 1987. There is no direct connection, he says, between the undoubted difficulties of his job in recent months and his move; he feels, rather, at the end of a natural cycle.

"I always intended to stay here for about 10 years; it is long enough to do the job and you have to give up an immense amount to do it well. At the end of 10 years, you fall into the trap of starting to defend the things you believe you have created." Early retirement, he admits, was another option he considered.

Since he arrived at Leicester in 1977, he has devoted more and more of his time to the unique problems of university administration, both internally and within the CVCP. As so many vice chancellors have found, academic work has taken a back seat, and it is this which tempts him to Oxford more than anything. "The job here has changed so much over the last few years – the amount of paperwork alone coming through this office is at least a third greater than when I came here," he laments.

The chance to renew his academic involvement in his specialist subject – 19th and 20th century British history – is clearly too appealing to resist, although he also likes to think of himself as something of an all-rounder – "the surviving member of a virtually extinct species".

Quite apart from anything else, Oxford is also familiar territory to Shock. He spent 20 years there, from his undergraduate days at Balliol (taking part in some of the "most high-powered discussions I have ever come across"), to St Antony's, Christchurch and University College. As a fellow in politics, he taught a wide range of topics all across the subject's spectrum; he also developed, as his college's estates bursar and the Oxford Union's senior treasurer, a detailed knowledge of finance and administration.

He played a part in the Franks Commission of the mid-1960s, and had the good fortune of serving an apprenticeship under such notable figures as Oliver Franks, Alan Bullock and Arthur Goodhart, for whom he retains enormous respect. "It is ridiculous to say that I was a statesman," he comments. He always assumed he would stay in Oxford, but when the job at Leicester cropped up, he seized the chance to be able to put some of his ideas into action.

Such an aggressive approach might have seemed a little forward in 1977, but the "turbulence" (to use one of his favourite words) of recent years has done nothing if not demanded a strong hand at the helm – the vice chancellor-as-chief-executive envisaged by Jarman.

Shock is unusual among current vice chancellors in that he is a non-scientist, although he acknowledges the reasons for the prevailing imbalance. "It rests on the well-founded assumption that the success of a university depends nowadays on how successful it is scientifically, and a scientist will naturally know how to bring that about."

Besides, a vice chancellor needs to be someone who is not afraid of money, and scientists have the experience of running large departments or units, and can understand the problems associated with that. In the increasingly compartmentalized structure of universities, it is doubtful that someone from a department of English would be seriously considered.

Following the example of his personal experience, he strongly holds the view that the best way to produce a vice chancellor is by methods of apprenticeship. At Leicester, four-year pro-vice chancellorships serve to bring numerous academics, elected by their faculties, into the governance of the university, forming a coherent control group.



Maurice Shock: at the end of a natural cycle

On the eve of this year's CVCP residential meeting Peter Aspsden meets the committee's current chairman

Oxford days which he would also like to see put into action in the CVCP. He identifies two essential developments which need to be pursued if the committee is to function more effectively: the formation of a small, cohesive group with responsibility for long-term planning, and a devolved system of standing committees to deal with various subjects in an organized, less *ad hoc* manner. "There should be a CVCP structure into which the chairmen fit," he argues.

Neither development should lead to the existence of a dominant clique within the committee: "Everyone should get involved, that is absolutely vital, and the emphasis should be on being practical." It is fair to say that Shock took over the chairmanship of the committee – sooner than expected owing to Lord Flowers' illness – at a time when its work has needed to adopt a much higher public profile. He doubts whether the CVCP was even mentioned in the Robbins report, yet the Government's Green Paper is full of it.

"We have had to react, as a collective group, to the Government's increasing role in the running of universities, both directly through the UGC and indirectly through many other agencies. If the CVCP had not existed, it would have had to be invented in recent years. Universities have had to pull together, to make and press their case."

He talks, semi-nostalgically, of the old days, when the whole system operated through a network of contacts and connections, on a comparatively limited agenda. Today's complicated web of industry, Government departments and interest groups, all connected by the "threads of management", simply did not feature in the world of Robbins.

Bodies such as the Departments of Trade and Industry, and Health and Social Security have now become vital elements in universities' lives, and vice chancellors have correspondingly had to increase their understanding of the world, to gear themselves, as Shock puts it, to finding unanimity and dealing with other collectives.

One of the modern features of the higher education world is the (increasingly) frequent set-piece meeting with the Secretary of State. These have been greeted with some cynicism in recent months; while vice chancellors

considered to be strong cases on pressing financial matters, Sir Keith has preferred to concentrate on his own *hobby* of freedom of speech and academic standards.

Shock remains philosophical about their encounters, however. "It is something which has to be done, but it is important to remember that they take place in the context of constant discussion, much of it informal. There is always a running agenda of issues which can take a very long time to deal with."

The issue of clinical salaries is a classic example. The CVCP first made representations to the DES and the DHSS last November; the permanent secretaries of the two departments took the case to the Treasury early this year; Shock himself followed up with a letter to Sir Keith in June – "and we are only at the beginning of the problem," he says. "It is an immensely complicated issue, and what we are ultimately talking about is the way in which university salaries are fixed and funded."

"We have a relationship with Government which nobody else has, in that we are fully funded and autonomous at the same time." Hence, the universities do not fit in to the political scheme of things very comfortably, hence the long time-scales.

"We have to make sure that items are brought on to the agenda at exactly the right time, and that we have the required support of all the groups involved in any particular issue. It's not just a case of going in and talking. Everything we say has to be looked at, checked and discussed by MPs, industrialists, the CBI and so on. It is not enough to be right, we have to be backed."

As a modern historian, Shock has firm views on precisely when the nature of politics began to change in such a major way, having such a profound effect on universities – and it wasn't the election of Mrs Thatcher. "The IMF crisis of 1976 was the turning point. After that, everything had to go through the Treasury, and that had an enormous impact."

Despite his personal liking for Sir Keith, he is quick to seize on the irony of the current Secretary of State's unusual position. "He is a very senior minister, and highly regarded by Mrs Thatcher, so he should be able to fight effectively for his department – as a confirmed monetarist. And confirmed monetarists, as any vice chancellor knows, do not go out of their way to argue for more money for their departments."

Precisely what he comes up with at Leicester is open to question. Shock, while not exactly gloomy, is acutely aware of how little room universities have for manoeuvre. What he finds worrying is that the constant need to deal with practicalities is at the expense of being able to think more deeply about higher education.

"There is more theorizing at present than ever before," he remarks, "but not one vice chancellor I know has any time to read it..."



Two of the few... Greenland white-fronted geese

Bogged down in argument

Thousands of rare geese will soon leave the Arctic totally oblivious to the shimmering row over the fate of their wintering grounds in the Inner Hebrides.

Conservationists have apparently failed in their attempt to halt the exploitation of the peat bogs on the Isle of Islay for whisky production. And they have conspicuously lost the battle for the hearts and minds of the people of Islay, who unceremoniously vented their anger at the intervention of David Bellamy and Friends of the Earth.

But there is considerable anxiety among scientists who have been studying the Greenland white-fronted geese which rely on the peat bogs of Dug Moss that the scientific case against exploitation has been lost in an irrational slanging match based on misconceptions and prejudice.

The birds at the centre of the storm are a significant part of the world population of a sub-species of the white-fronted goose first separated from its more numerous Russian relative by Sir Peter Scott and C. T. Delgaty in 1948.

Even then it was a rare bird, but recent comprehensive population studies have given it the dubious distinction of being the third rarest goose in the world.

Very little was known about its population, distribution and breeding, when in 1978 a number of graduate students at the University College of Wales at Aberystwyth established the Greenland White-fronted Goose Project.

The study has received considerable help over the years from Aberystwyth's school of biological studies, with researchers' fulsome in their praise of the facilities, equipment and scientific guidance which has been forthcoming.

It was the proximity of the small flock on the Dyff estuary that prompted the interest. Additionally a large Welsh flock of some 800 birds had totally disappeared after the freezing over of the bog where the birds had habitually wintered.

Asked by the warden to place together information on the 30-strong Dyff flock (which has since grown to about 95 birds thanks to a voluntary shooting ban) the post-graduates discovered there was very little known about the Greenland white-front.

"It was a formerly quite common bird which looked as if it was on the way out," says David Stroud, now the project's co-ordinator.

The 1979 expedition, followed by a second in 1984, surveyed the geese in their sole breeding ground in the ice-free zone of western Greenland. A number of birds were marked by the expeditions – 96 in 1979 and 88 in 1984 – with large white Darvic rings bearing serial numbers easily read with a telescope.

This enables researchers to build up histories of individual birds and collate evidence on the bird's most significant characteristics for British conservationists – its "site-faithfulness".

"This information is very important in conservation terms," David Stroud says. "It means the areas used by individual birds year after year can be clearly identified so we can hazard a guess as to what happens if sites are disturbed."

Of the 96 geese ringed in 1979, 65 have been relocated. These have shown an astonishing 97 per cent site-faithfulness, returning even to the same field year after year.

Scientists believe that the 3 per cent swapping wintering sites do so only in extreme circumstances, for example when one bird is shot or dies from natural causes and its mate forms a new bond.

Satisfactory wintering free from disturbance and with good feeding is vital for the geese. The effect of dispersal from favoured sites means that birds return to Greenland in the late spring in poorer breeding condition, diminishing the rate of reproduction and potentially threatening the long-term viability of the sub-species.

The researchers have also carried out the first systematic simultaneous census of the wintering geese, giving for the first time reliable information on the size of the population and its distribution.

Although firm figures are not available, the world population is believed to have declined from an estimated 23,000 in the 1950s to a reasonably accurate 16,500 now.

The decline has been most pronounced in Ireland where heavy commercial exploitation in the 1950s led to a massive loss of the birds' traditional peat bog habitat.

The scientists believe the world population has now stabilized at 16,500, with 9,000 wintering in Scotland, half of them on Islay.

There are fears among conservationists that the commercial exploitation of peat in Scotland may threaten a repetition, hence the importance of the Dug Moss case and their near-despair at the outcome, with the Government permitting peat digging subject to conditions.

The issue has been presented locally as a geese against jobs choice. But David Stroud, who lives on Islay, says: "It is absolute nonsense to suggest our proposals will affect employment and lead to the loss of jobs."

"There is not a single threat to a single job. If there was I for one would not be presenting the case. But rural unemployment is a hot potato and the facts of the case have got lost."

"It is very sad when well-argued scientific research can get thrown out on a wave of emotion generated by a complete non-issue – that domestic peat cutting is threatened."

The Government's decision to allow the Scottish Malt Distillers Company to cut peat came despite a request for a moratorium from a European Economic Community commissioner. Mr Stanley Clinton Davis asked for cutting to be suspended while information of its impact on wildlife was assessed.

It is precisely this type of evidence the study is collecting.

David Stroud says: "We shall be carrying on with our work and if the worst comes to the worst we will have to stay here, monitor the loss of the site, and gather more evidence for the next time."

David Jobbins

Learning how to mind the shop

The Jarratt Committee may have felt that the running of British universities left something to be desired, but it remains the envy of much of the world. Why else would universities as far apart as New Zealand, Trinidad and Sweden be willing to pay more than £1,500 to send their senior administrators on a four-week course to learn the British way in university management?

The true cost will have been much higher by the time travel is added in – although almost half the participants were subsidized by various agencies – but there have been no complaints about value for money in the four years the course has been running. Indeed, several universities have now sent a second person to Warwick and Nottingham so satisfied have they been with the results.

Having started as a Warwick venture, the course has been run jointly with Nottingham University for the last two years. The participants change campus after a fortnight to give them a more representative view

of British universities. Like a number of modifications which have been made since, it was done in response to a suggestion from those on the course but it has also had the welcome effect of spreading the load more widely among those running the course. July and August may be quiet months in higher education, but the organizers still have their own jobs to do.

This year's crop of 15 students came from Hong Kong, India, Indonesia, Malaysia, Nigeria, New Zealand, Guyana, Trinidad, Sweden, Sierra Leone and Zimbabwe. Like their predecessors, most are in senior positions in their own universities and can be expected to go further. A close watch is kept on previous participants and a goodly proportion have been promoted since returning home – you do not pay £1,500 to send someone on an overseas course unless they have prospects. Indeed, one administrator was promoted after attending when he was named as the Sudanese minister for Information.

More usually, the problems are financial. One administrator only arrived on the last day of last year's course because currency controls had prevented him getting the money until then. Rather than give back hard-won cash, his university sent him to Nottingham to explain his absence.

Others never get that far. This year's 15 came from 80 initial inquiries and 30 firm applications, although the organizers would be reluctant to take many more because of the importance they attach to the group dynamic. Living and working together for a month requires good relationships and there are fears that the participatory style of the course – considered by staff and students alike to be one of its main strengths – would suffer if the group became too large.

Up to now, the mixture of nationalities has not proved to be a problem. University administration apparently unites people more than nationality or political considerations might divide them. The only real debate has been over whether to accept applications sponsored by the South African government, but even the presence of black Africans on the same course did not lead to friction.

The mixture did cause some difficulties for the Swede on this year's course, Mr Nils Engberg, registrar of Linköping University, but they were practical rather than political. He had trouble deciphering some of the accents and also found that administration in Sweden was on a different plane to some of the other countries represented. None the less, he declared himself satisfied with the course, which he had joined largely because of the Jarratt report.

Jarratt loomed large throughout this year's course since it dealt so directly with many of the issues under discussion. Efficiency is the name of the game in universities throughout the world as money becomes increasingly tight. Sessions on effective internal communication and one on Nottingham's response to the Jarratt report itself were among the most popular of the course.

Other sessions covered everything from an introduction to statistics (which most of the administrators



Ms Esah Hamid, of Kebangsaan University, Malaysia, takes the blackboard during a seminar exemplifying the participatory style of the course.

found extremely hard going) to organizing a visit by the head of state – an important and regular duty in some countries. The participants are advised on how to organize their own time, as well as other people's, how to draft university regulations, cope with committees and student discipline, and raise private funds.

It is an intensive course, often spilling over into the evenings and leaving little free time apart from weekends, when the universities offer visits to places of historic interest.

The administrators are also taken to Oxford, Loughborough and the Open universities to further broaden their view of the British university scene. The Open University proved of particular interest, in stark contrast to the afternoon in Milton Keynes, which all agreed future generations should be spared. There was equal unanimity on the organization of Oxford University, which, it was thought, should not function but obviously does.

By the end of four weeks, most of the participants confessed to feeling tired and doubting whether they were still absorbing all the information which was being offered. But they could find few subjects which

they would be prepared to see dropped and did not want the course shortened – some said they could not justify the expense for a brief stay.

For some, the course represented the first training they had received since becoming university administrators and might well also be the last. Mr Julius Falaye, although senior assistant registrar at Nigeria's Federal University of Technology, was getting his first training in an eight-year university career. He was the second person to come from his university and had found the month very valuable.

His was a common verdict on the course, which is the only one of its type and which is obviously enjoyed by the organizers as well as the participants. The administrators left with a fund of knowledge about the British university system, which served as the model for many of their own. Some were still just a little puzzled at the naming of Indian University – not least the deputy registrar who got on the bus at Warwick and asked to be directed to the university. He had to be whisked off to Coventry by last.

John O'Leary

T.H.E.S. Reprint Service 'Information Technology'

Two eight-page special reports have been published in the THES this year.

The first report published on March 22, includes the following articles:

The changing role of academic databanks; applying computer power to literary analysis; the use of educational video in business studies; the efficacy of the Alvey programme; computer modelling of weather and climatic change; manpower shortages at technician level.

The second report published on June 28, includes the following articles:

Legal databases; how UNIX has established a cult following in the academic world; computer assisted language learning; the advantages of meetings by telephone; future prospects for computer assisted learning in chemistry; computer speech processing.

Copies are available at 80p each or £1.20 for cheques (including postage within the U.K.). Please make your cheques/postal orders payable to Times Newspapers Ltd and send to: Francis Goddard, The Times Higher Education Supplement, Priory House, St John's Lane, London EC1M 4BX.

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Fools' paradise

Brian Morton on the mystic creativity of Cecil Collins

William Blake saw a tree filled with angels on Peckham Rye; on another occasion, bright angelic figures walked among the baysmakers. If nowadays such perceptions only find place in the realms of abnormal psychology, Blake has left one true descendant – spiritual if not technical – in the visionary painter Cecil Collins who, at 77, is one of England's most important painters (though, for all that, little known to a wider public).

Collins was born in Plymouth and his work retains a resonance both of pilgrimage and of Arthur's mythical West Country Avalon. Among his most characteristic images are those archetypal figures – angels, fools, brides, knights, the Grail – which belong to a tradition active before a modern rationalism separated sacred and profane and parcelled the former off into exception or abnormality.

Collins has set his face against the whole modern movement in painting. He is a genuine outsider. As a young man, he was taken up for a time by the Surrealists who were intrigued by his use of myth. But he lacked their commitment to chaos and could not live with their authoritarianism; he was duly excommunicated by André Breton, the Surrealist "pope".

Though he has since followed a unique and solitary path, some influences are discernible: the early renaissance masters, Orthodox icon painters, the English mystic Samuel Palmer, symbolists such as Odilon Redon and Marcou; later, his friend the abstract expressionist Mark Tobey (though Jackson Pollock he emphatically rejects as another of those painting literal images of modern chaos).

Among his exact contemporaries, he sees Francis Bacon – subject of a second massive retrospective at the Tate Gallery this year – as his polar opposite. "Bacon comes at the end of one tradition. I am at the beginning of another. If you like, I work with my face to the dawn."

"Chaos", he likes to remind us, also means beginning. For all the apparent hopelessness of our present cultural plight, "I do feel very strong beginnings of a new civilization undergrowth."

Aside from his friend Kathleen Raine and critics Brian Koebele and Peter Fuller, Collins has lacked supporters in the art establishment. Significantly, much of the recognition he has received comes from the young. He still teaches at the Central School

of Art and Design in London and for the last few years his students have demonstrated on his behalf at County Hall in opposition to attempts to oust him.

Collins sees something deeper behind the given reasons (retirement ages, money, reticence): "What it is they just don't like metaphysics." Art and the art schools, like everything else, seem founded on what the French Catholic philosopher Jacques Maritain called the two "unnatural principles of the faculty of money and the faculty of the useful".

Collins is utterly opposed to the new utilitarianism. He sees the fine art department as "the speculative mind of any school" and his own dialectic view of the imaginative process as a reaffirmation of "a normal view of art that reigned for 20,000 years, which we have temporarily lost, owing to the rise of technology".

"The kind of knowledge we have today is unbalanced; it lacks equilibrium. There is another kind of knowledge, the education of the inner life, the emotions, the imagination, and this is totally neglected."

"The psyche, like the body, needs food; beauty is knowledge and a gnosis that feeds the psyche; it is not sensation." Against the terrifying technological society, a re-orientation of knowledge is practically essential. But also spiritually, against the growing impact of a rationalized world, is a need for steps into the unknown, what Collins calls "a reviving of creative innocence, a virginity of spirit, a purity of consciousness, a way of seeing directly as we once did as a child".

This involves an acceptance of mystery: "You cannot live with something that has no secrets" and the vulnerability of the Holy Fool. "It isn't necessary to understand in order to create, but it is necessary to create in order to understand."

All of which runs the risk of making Collins sound like a more ardent or reactionary, incapable of the modern world. The only visions conjured these days on Peckham Rye come from flagon cider and Evo-Stik in crisp packets. Collins' studio is a mere 60 yards from the frantic summer bustle of the King's Road. How does he see the punks there – as innocents or the last expression of chaos? Typically, everything for him follows a higher logic that contains opposites in dialectical relation.



Pastoral mastery... Collins' vision of the guide and the guided in *The Shepherd Fool* (1945)

Collins shows no fear of distant for the modern world and is, indeed, alarmingly at ease with its most unsentimental products. Though frail, he gives off a strong sense of power; though contemplative, he is not other-worldly and handles this-worldly apparatus – video, the intransigent lifts at the Central School, the Chelsea – Aldwych bus – with a calm acceptance.

His most important recognition is that, for all the trumpeting of the avant-garde, it is art that is a long way behind. Many of his friends are scientists and much of his inspiration comes from scientific, rather than artistic, endeavour.

In his paintings he has explored the micro-world of vibration and of particles; embryology provides perhaps his most important single image, the new curled and enfolded within the old. Far from a one-dimensional figure, he comes somewhere between the mystic Boehme and the physicist Bohm.

Equally, there is nothing so concerned about his mysticism. All true mystics follow a process as firmly delineated and disciplined as an exact science. There is an underlying rigour in his educational work, both the degree classes at the Central School and his open adult classes at the City Literary Institute. He plays his students tapes of modern music – Ravel, Ligeti, Messiaen, Penderecki – in order to induce the state of "poised

attention" by which real creativity can be reached beyond the reach of merely ego-bound self-expression.

For a classicist such as Collins, nature articulates itself in archetypal images which have nothing to do with "literal" reflections of reality or of the pathetic fallacy of romanticism. These images, as in the great *Angel of the Floating Light*, recently purchased by the Tate, organize themselves in "chords" comprising recurrent shapes: an angel's folded wings, the lobes of the heart, the topmost curves of a fountain, a chrysalis, a tree.

The connection between sound and shape was clarified for Collins when, at Dartington, he experienced his own vision: a thrush sat singing on a bush covered in raindrops; as the song developed, he saw that the bush was the shape of the bird's song. All his work takes on this synaesthetic harmony (like Skryabin's or Messiaen's) that has nothing to do with symbolism or allegory.

It betrays a remarkable level of craftsmanship and control, matched by an almost detached attitude to the finished product, which becomes an independent object, not an "expression". The essence of painting, he believes, is the resistance of the chosen medium as an image is brought forth. Collins' canvases or boards (outwardly simple to the point of naivety) are built up in a painstaking series of surfaces

and glazes which give the finished image its extraordinary inner light.

A huge 1939 portrait of himself and his wife in front of a stylized garden – "real", he insists, though not literal – is as carefully structured as a piece of music. No less so is a tiny 10 x 5 monochrome on board of an angel/butterfly/fountain standing beside the river to the moon.

Collins makes no romantic distinction between common humanity and makes visible, and what it reveals is the underlying forms (Plato is an obvious source) of the universe. It is in this that he is closest to the physicists and the composers he admires, and to Blake, who may have been wrong about *Paradise Lost*, except that our lost innocence was part of a dialectic both of seeing and of faith.

It was Blake who defined spirits as "organized men", "organized and minutely articulated beyond all that the mortal and perishing nature can ever produce", a thought that would not seem out of place in a book on the new physics. Blake also saw the angel organized in the strictest of hierarchies.

Collins makes no romantic distinction between common humanity and creative exception; behind his work and his educational beliefs is the ideal expressed by Maritain: "An aristocracy in the order of deeds but a truly democratic barbarism of mind".



David Trippier: launched scheme

into a deal by Timothy Bristow, a former London Brick commercial assistant, now trying to acquire a brick company.

Mr Merchant reckons there is a niche for him at the "upper end of the retirement housing market". He plans to set up warden-controlled, purpose-built retirement cottages in the home counties. Each one would go for about £20,000. His board of directors is to include two civil engineers – he's one of them – an accountant and two architects. The building work will be contracted out.

Alongside Cranfield's one-year MBA course is a 16-week Graduate Enterprise Programme. Staff from the School of Management visited 25 universities and polytechnics this year to recruit business potential and they now have 40 recent graduates on the programme.

The GEP was launched last year by Mr David Trippier, former minister for small businesses. It is sponsored by the Manpower Services Commission, DP, National Westminster Bank, Arthur Andersen, and the Cranfield Institute.

One of this year's graduates, Jill Berryman, has a BSc in catering and hotel management from Oxford Polytechnic. She now plans to open her own coffee shop, specializing in chocolate desserts. She is trying to develop the perfect chocolate formula: "The mistake most people make is using cheap chocolate in cakes and desserts," she said.

She believes there are rich pickings to be had in the chocolate business, and plans to capitalize on the fact that

"chocolate is believed to contain chemicals which contribute to 'high and lows' in people's moods."

One of her contemporaries, Jonathan Male, a graduate in combined studies from Nene College of Higher Education, is setting up a wedding dress business. Her research has shown that the popular myth that marriage is on the decline is wrong.

Her business will be shop-based, but house-to-house. "I think it will be a new approach to travel to people's houses, rather than to have my own premises." She designs and makes the wedding dresses, mostly out of silk and agrees that a good grounding in psychology, which she gained from her college course, is useful in any business perhaps particularly one in bridal gowns.

Adriana Caudrey

Ronald Draper considers the 'success' of D. H. Lawrence whose centenary falls next week

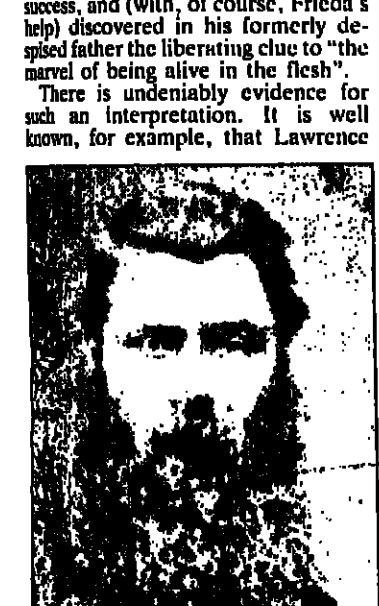
The son who rode away

D. H. Lawrence was born in Eastwood, Nottinghamshire, on September 11, 1885 and died at the comparatively early age of 44 on March 2, 1930 at the Villa Robermond, Venice, in the south of France. In that time he wrote some 30 novels and volumes of short stories and poems, as well as plays, travel books, essays, letters and philosophical-psychoanalytical works that he called his "pollyanals". His first publication, *The White Peacock*, was thrust into the hands of the dying mother who hoped that her clever son "might one day be a professor or a clergyman or perhaps even a little

Mr Gladstone". Instead, he acquired notoriety as an *enfant terrible* of modern English literature. He ran away with the wife of his modern languages professor at University College, Nottingham, and became the author of one book, *The Rainbow*, which was promptly banned in 1915 for its sexual explicitness, and another, *Lady Chatterley's Lover*, published abroad in 1928, which saddled him for more than three decades with a reputation for pornography and obscenity. Today he enjoys the ironic status of cult-figure in a permissive society.

The danger now is not that D. H. Lawrence will be neglected, but that currency will be given to simplified versions of his achievement which may obscure his real value and significance for us. Anthony Burgess, for example, in his television portrait earlier this year, though rightly emphasizing the clean-shaven Eastwood youth rather than the bearded international figure, sized on the opposition between his mother and father to give a somewhat misleading account of the conflict between ambitious "getting on" and the sensual enjoyment of life. In Burgess's view the greatness of Lawrence is that he shook off his mother's bourgeois aspirations, which threatened to enclose him in the strait-jacket of a narrow provincial success, and (with, of course, Frieda's help) discovered in his formerly despised father the liberating clue to "the marvel of being alive in the flesh".

There is undeniably evidence for such an interpretation. It is well known, for example, that Lawrence



Lawrence's father Arthur

felt in later years that he had been unfair to his father in *Sons and Lovers*; and in the essay, *Nottingham and the Mining Countryside*, written in 1929, he seeks to correct this injustice by praising "the physical, instinctive, and emotional contact" which he associates with his father's generation of miners, while caricaturing their wives, in almost Dickensian fashion, as custodians of "hard facts" and "nagging materialism". In the fiction, too, the mother-figures go down, till they become, like the hideous Granny Sawwell of *The Virgin and the Gipsy*, lairy-talciness inimical to the energy and vitality of youth. But this raising of the scales on one side and lowering them on the other points to the need for a balance. The exaltation of the father-figure is not so much a discovery of new values as a reaction against old ones which have grown stale and unappealing. The lure of the senses is powerful, but it is to be understood as relative, not absolute.

If we look again at *Sons and Lovers* we can see that the father is not, after all, so badly treated. In scenes like those where he toasts his breakfast bacon before the kitchen fire, or shares with his children the task of preparing fuses for use down pit, or tells them stories about the pig-pony, Taffy, his admirable qualities are revealed without the need for defensive comment. Moreover, the image of the candle-lane, which characterizes both Mr and Mrs Morel (his flame of a "Jusky, golden softness" set against hers which is "buffed and gripped into incandescence by thought and spirit"), is emotionally weighted in favour of the husband. These may be late additions to a novel which seems to have been written and re-written several times – its stratifications still need to be properly investigated; but on whatever reading it can hardly be said (though Jessie Chambers, the original of

the mother. Her influence on Paul is complex; she gives him his energy and gritty determination to struggle for personal fulfilment, but, as Lawrence's letter to Garnett of November 14, 1912 insists, she also undermines his capacity to love other women, with all but fatal results. Similarly, the other side to the career of the father is his drunkenness and moral cowardice.

In support of the "sensual" Lawrence Burgess also cited the description of the farming activity of the male Brangwens in the opening pages of *The Rainbow*. This is certainly Lawrentian prose at its most intensely evocative, creating a miraculous impression of life lived close to the round of the seasons and an involvement with organic processes so immediate that "the lustre slid along the limbs of the men who saw it". Through language which suggests identity between the world of nature and the world of man, this also becomes a description of sexual experience: "Their life and interrelations were such; feeling the pulse and body of the soil, that opened to their furrow for the grain, and became smooth and supple after their ploughing, and clung to their feet with a weight that pulled like desire, lying hard and unresponsive when the crops were to be shorn away."

This is how sexuality in Lawrence's work should be understood: not as erotic licence, but as part of a vision of the sensual life of man, and woman, in uninterrupted continuity with the rhythms of nature. But the passage also requires to be taken in context (which Burgess, like many other commentators, does not do). The Brangwens' "drowse of blood-intimacy" becomes too much; it creates a saturated atmosphere in which the mental life is "inert", and it is therefore followed by a transfer to the compensating aspirations of the womenfolk, who demand to hear "the lips and the mind of the world speaking and giving utterance". Without the stimulus of this wider awareness and the satisfaction of this human fulfilment is lacking and the necessary forward movement of civilization lapses into uncreative stasis.

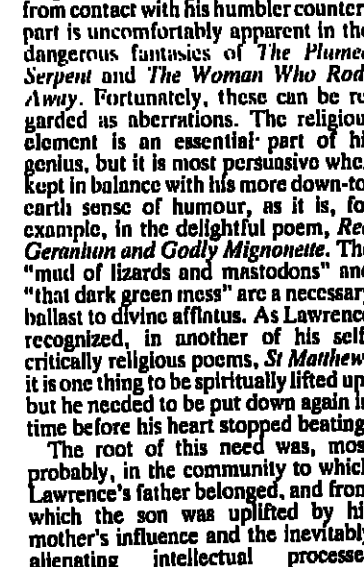
The major theme of *The Rainbow* was the necessary interaction of these essentially complementary responses in successive generations of the Brangwen family, culminating in the experience of Ursula and her disastrous love-affair with the soldier-engineer, Skrebensky. For her, unlike the woman of the opening page, it is the intellectual aspirations which have proved false. The industrial machine, geared to productivity as an end in itself, and organized education, reflected in Ursula's disenchantment with university and her soul-destroying job as a board-school teacher, and presented as the combined manifestations of an overweening intelligence which has lost vital contact with those forces which gave her male ancestors their feeling of continuity with nature. Her frantic attempts to find sexual fulfilment become the protest against the hopelessly unpropitious circumstances in which she and her generation are compelled to carry on the struggle for creative being.

Here we confront what Frank Kermode calls the "apocalyptic" Lawrence – the Lawrence who rushes to the extremes of "Ranimism" one moment and misanthropy the next, whose imagination, fed on Protestant Non-conformity and the Authorized Version of the Bible (especially the "fiery-revelation" is familiar with both "the fierceness and wrath of Almighty God" and "the pure river of the water of life"). He is as extravagant denunciations as St John the Divine and equally impatient of the coming of the millennium. The strength of such plays as *The Widowing of Mrs Holroyd* and *The Daughter-in-*

with motifs from Nietzsche and Wagner to create a "musical dissonance" as rapturous as *The Birth of Tragedy*, and with elements of Baudelaire and Tolstoy to create a moving antithesis between forms of life and forms of death which also includes awareness of their interconnection. His own fictional counterpart, Rupert Birkin, stalks this ambiguous world in the guise of a revisionist Christ preaching the gospel of "polarity" as necessary salvation from the received Christianity of love and self-sacrifice; and he is joined by a notably Frieda-like Ursula, carried over from *The Rainbow*.

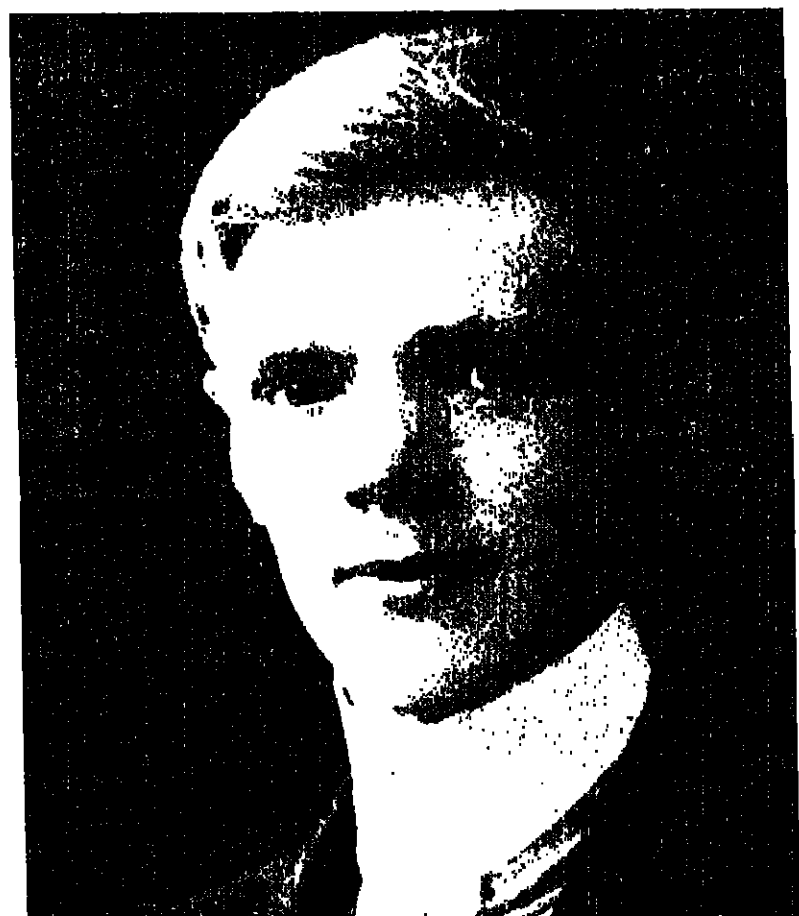
Ursula's debunking of the prophetic Birkin tends at times to the simply vulgar and jeering. But this, too, is an authentic aspect of Lawrence, and one that is a vital corrective to his *Salvator mundi* self. When working on *The Rainbow* he wrote to Garnett admitting that he very often had "the vulgar and disagreeableness of the common people", but asserting that he was primarily "a passionately religious man" and that his novels had to be written from the depth of his religious experience. This seems to be apologetic for the common man, and to give precedence to the religious; but it is the latter which more often threatens the sanity of Lawrence's work. What the religious man might do if insulated from contact with his humbler counterpart is uncomfortably apparent in the dangerous fantasies of *The Plumed Serpent* and *The Woman Who Rode Away*. Fortunately, these can be regarded as aberrations. The religious element is an essential part of his genius, but it is most persuasive when kept in balance with his more down-to-earth sense of humour, as it is, for example, in the delightful poem, *Red Geranium and Godly Mignonette*. The "mud of lizards and mastodons" and "that dark green mess" are a necessary ballast to divine affluence. As Lawrence recognized, in another of his self-critically religious poems, *St Matthew*, it is one thing to be spiritually lifted up, but he needed to be put down again in time before his heart stopped beating.

The root of this need was, most probably, in the community to which Lawrence's father belonged, and from which the son was uprooted by his mother's influence and the inevitably alienating intellectual processes



Frieda in 1912, the year she met Lawrence

associated with education and social class. The problem is exacerbated in *Sons and Lovers* as Paul speaks of getting away from the middle classes and "from the common people – life itself, warmth". Linguistically, it shows itself in the division between dialect and received standard: "We children were the in-betweeners, little non-descripts were we, indoors we called each other you outside, it was the and thee. The father habitually speaks dialect, and Paul reverts to it in his more passionate moments with Clara. The strength of such plays as *The Widowing of Mrs Holroyd* and *The Daughter-in-*



Lawrence in 1906. In his own words "a clean-shaven, bright young prig"

early recognized, without it a poem like *Violets* could easily have descended into "music-hall sentiment". These are all early Lawrence. After *The Rainbow* it is much more rarely used; but, in conjunction with the notorious four-letter words, he makes a valiant attempt to revive it in the intimate love-language of *Lady Chatterley's Lover* as a bridge across the class-barrier between Connie and Mel. In the words of W. B. Yeats: "The coarse language of the one, accepted by both, becomes a forlorn poetry uniting their solitudes, something ancient, humble and terrible."

Solitude, the isolation of his social self, was an affliction which Lawrence felt keenly. Towards the end of his life he admitted that, whether or not he had achieved any kind of "success" as a writer, he was "not much of a human success". "I don't feel there is any very cordial or fundamental contact between me and society, or me and other people. There is a breach. And my contact is with something that is non-human, non-vocal." A commentary on this can be found in a tale like *St Mawr* – sardonic in its admiration for a horse, acridly satirical in its portrayal of people, and reserving its lyrically savage ecstasy for a landscape as geographically and psychologically remote as may be from that of Lawrence's youth. It is a magnificent achievement, but one in which the current or normal human feeling risks drying up. The "spirit of place" is compellingly evoked in the last few pages based on Lawrence's own New Mexico ranch, where, with the exception of some periods in Italy, he came nearest to making a second home, and it is accompanied by an account of the heroic attempts made by a schoolmaster and a trader and his wife to fight both the sordidness of savagery and the sordidness of a civilization that has lost its "inward vision". For all that, however, it offers no convincing substitute for a living, continuous community.

Nor did Lawrence's other alternative, the American Indians. Among them he professed to have found something which satisfied both his religious and communal needs, an ancient race-experience which was universal, and "greater and deeper than any god-religion". But the satisfaction was incomplete because it left out consciousness of individuality and separateness to which he was by his own history committed.

The truth is that from the time when he severed his connections with his native country Lawrence was a de-racinated nomad wandering the world in search of some lost Atlantean civilization that would heal the breach in his communal consciousness, but able to find it – or, rather, create it – only in mythical form. The fascination of his travel books, from *Twilight in*

show us the real world illuminated by this imaginative predilection; they become guide-books of Lawrence's soul.

His odyssey was interrupted by a brief return to Eastwood in 1926-27, but nothing, he wrote, depressed him more than the place where he was born: "Nothing can save the place from the poor, grimy, mean effect of the Midlands, the little grimy brick houses with slate roofs, the general effect of paltriness, smallness, meanness, fathomless ugliness, combined with a sort of chapel-going respectability". The myth-maker, however, again set to work and the chapel-going, transformed in retrospect, provided the substance of the most humane of his autobiographical essays, *Hymns to a Man's Life*. In an unfinished dream-vision he also presents a Utopian prospect of Eastwood in 1927,



Lawrence's mother Lyda

Phoenix-like renewed as Nethrupp with all the imagined beauty of those Italian hill-cities which in *Nottingham and the Mining Countryside* the contemporary Eastwood is said to lack; and the people who meet the dreamer there at last seem to constitute the ideal community, speaking "the quite, full voice" which he can nearly understand because it is "like the dialect". These fragments of vision may not be the most important things in Lawrence, but they point to something underlying all his best work – the search for a true human standard which combines warmth and intelligence, and the intuitive understanding that being part of a living community is essential for its realization. For much of his life he was a sick man, and the bitterness and hate generated by his frustrations spilled over into his writing. He was also rarely a good practicer of what he preached. From the perspective of the 1980s, however, this matters less than his capacity to keep alive a feeling for wholeness, and to defend it even from his own obsessions.

The author is professor of English at the

The moleskin trouser, chocolate cake brigade

How often does the average Sloane Ranger buy a new Barbour? Where is the market for moleskin trousers? And do Husky wearers hang out in Hampshire?

These are some of the questions Jo Kirk must answer before she sets up business as Kirk and Holmes Country Clothing Outfitters of Quality. (For the benefit of the untitled, a Barbour is a thigh-length green jacket, with large pockets for secreting slaughtered grouse and pheasants. A Husky is a sleeveless quilted anorak.)

Last week Jo Kirk had to convince a panel of judges from the financial world that she knew exactly how to carve herself a niche within the £12 billion clothing market, and that having caught the scent of the hunting, shooting, fishing – and even rambling – brigade, she would be able to keep their custom with repeat sales.

Mrs Kirk was one of 16 MBA students from Cranfield School of Management who were forced to enter into cut-throat competition with each other. All of them had to present to the judges a "small business" venture which they had prepared for the enterprise option of the course. At stake was the students' first taste of "venture capital". For the most promising idea was rewarded with a £250 cash prize, supplied by Venture Capital Report, the lucrative publication which introduces investors to entrepreneurs. The enterprises also form part of the students' final examination.

The judges had to decide which was the most viable proposition: a

Mashonaland tobacco venture, a retirement housing development, a car clinic, a brick company acquisition, a wine bar bistro, or a quality country clothing shop.

Jo Kirk was planning to corner the market in fashionable, quality, country wear. She would start at the retail end, and once she had become established would expand to catalogue mail order. She would start her "own label" as soon as possible. Put on the spot by one of the judges as to where she would locate her shop, she suggested a market town such as Cambridge. Somewhere like Birmingham would be better, she was told. Apparently Barbours abound in the Black Country.

For Mrs Kirk, in common with all the other competitors, the presentation was not merely an exercise in role-playing. She plans to launch her project for real when she leaves Cranfield.

Mr David Maycock, who assesses leading propositions for the National Westminster Bank, and took part in the judging, said the students' projects were based on reality. Professor Malcolm Harper, who founded the enterprise development course 10 years ago, said the "realism and diversity" were the main features of the projects submitted this year. He said that most of the students were "applying sensible management to unglamorous enterprises".

He said the majority of them were investing their own capital in the ventures, but a few of them were looking for investors. While he talked secret deals were being struck

up and business contacts exchanged. "Some of the conversations going on now are the beginnings of six-figure cheques," he said.

Mr Robert Brown, lecturer in enterprise and business strategy, said: "We have told some of the students that they have used their time well, but need to work in the area in which they propose to start up their business before they make an enormous leap. Most entrepreneurs are risk minimizers, not risk takers." He added that the majority of the students were in "transition" from one type of employment to another.

Mr Roger Colwill, for example, has given up his job as a financial director, to start his own business. His car clinic idea won the £250 prize. He plans to start up a chain of 10 garages, which would boast "competitive prices, exceptional cleanliness, and high calibre technicians". His "super garages" would be situated in a light industrial unit, not the traditional back street, and the floors would even be specially treated so that oil would not collect.

He said the success of his enterprise would depend upon his recruiting good managers. They would ensure that not only the car, but also the customer were well-treated. Mr Colwill has carried out his own research and found that conventional garages are not renowned for keeping the customer satisfied. He plans to do better.

A runner-up in the competition was Tom Merchant, who is embarking on a retirement housing development. He was being urged to enter

into a deal by Timothy Bristow, a former London Brick commercial assistant, now trying to acquire a brick company.

Mr Merchant reckons there is a niche for him at the "upper end of the retirement housing market". He plans to set up warden-controlled, purpose-built retirement cottages in the home counties. Each one would go for about £20,000. His board of directors is to include two civil engineers – he's one of them – an accountant and two architects. The building work will be contracted out.

Alongside Cranfield's one-year MBA course is a 16-week Graduate Enterprise Programme. Staff from the School of Management visited 25 universities and polytechnics this year to recruit business potential and they now have 40 recent graduates on the programme.

The GEP was launched last year by Mr David Trippier, former minister for small businesses. It is sponsored by the Manpower Services Commission, DP, National Westminster Bank, Arthur Andersen, and the Cranfield Institute.

One of this year's graduates, Jill Berryman, has a BSc in catering and hotel management from Oxford Polytechnic. She now plans to open her own coffee shop, specializing in chocolate desserts. She is trying to develop the perfect chocolate formula: "The mistake most people make is using cheap chocolate in cakes and desserts," she said.

She believes there are rich pickings to be had in the chocolate business, and plans to capitalize on the fact that



David Trippier: launched scheme

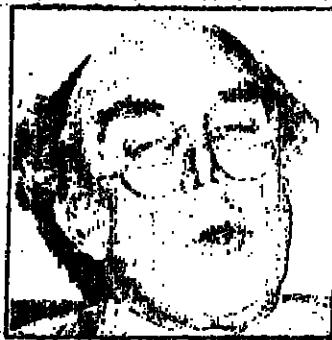
"chocolate is believed to contain chemicals which contribute to 'high and lows' in people's moods."

One of her contemporaries, Jonathan Male, a graduate in combined studies from Nene College of Higher Education, is setting up a wedding dress business. Her research has shown that the popular myth that marriage is on the decline is wrong.

Her business will be shop-based, but house-to-house. "I think it will be a new approach to travel to people's houses, rather than to have my own premises." She designs and makes the wedding dresses, mostly out of silk and agrees that a good grounding in psychology, which she gained from her college course, is useful in any business perhaps particularly one in bridal gowns.

Adriana Caudrey

Bernard Crick



An apology to James Thin's bookshop

Last year I attacked James Thin's renowned bookshop for not having texts of Sir David Lindsay's play of 1540, *Ane Satyre of the Thrie Estates*, on sale during its revival at the Festival. This year the Scottish Theatre Company brought it back again and Thin's were well-stocked. Unhappily, Polygon Books of Edinburgh came up with a cheap edition of the acting text, prepared by Robert Kemp for Tyrone Guthrie's great revival in the Edinburgh Festival of 1948, which was sold by the theatre directly. So I owe Thin's a double apology if they are now overstocked.

The language of the play is more difficult than Shakespeare but easier to follow than Chaucer. Only a few words are small stumbling blocks. One gets the gist of it even if one hasn't read Scottish poetry. Solace, a corrupter of King Humanitie, introduces himself: "Sirs, ken ye not Sandy Solace? They call it my mother Bonny Bess... At 12 year old she learnt to swyve, / Thankit be to thee great God of Life / She made me fathers four or five - / No doubt this isna mowse." One misses little if one doesn't know that "mowse" meant "uncommon", which is glossed in the text and the editor also glosses "swyve" - which seems to me unnecessary. But perhaps not everyone has read even the opening verses of John Wilkes' *Essay on Women* to know what a long run "swive" has had before falling into desuetude. I only took a text in when seeing for the third time, for the sheer pleasure of the language, at once so familiar and so strange, so lively and so ancient; being able, that third time, to tear my eye away from the spectacle of the production.

It is a large scale production. I counted 86 actors on stage at the end, not counting old Andrew Cruikshank as the Abbot who had been got off the stage earlier to avoid, as nearly happened earlier in the week, getting knocked down in the flight of the Clergy from Divine Correction and his armed host. The Scottish Theatre Company is a touring offshoot of the Glasgow Citizens Theatre, and now one of the very best in the kingdom. They stayed up for this, as last year, like a joyous reunion of almost every actor of talent in Scotland who enjoys the chance to play full bloodedly in the broadest of broad Scots. It is a thousand pities that this great and unique production is not coming to London. What was all that talk when the Great White Elephant was being built for Sir Peter to play with, that the National Theatre would give space to bring the best of the provincial companies to London?

Plays and productions I really like, I like to see more than once. I'm a sucker for almost any production of *The Beggar's Opera* (except that by Scottish Opera). Another production dealing with great events that I want to see many times, though in this case the First World War not the Reform

tion, was Joan Littlewood's *Oh What A Lovely War*. I saw it four times in the East End and once in the West End. So with some nervousness I went to see a Fringe revival by the Edinburgh Graduate Theatre Group. But they proved very capable players, even working the songs well with the piano and a drummer. I enjoyed it thoroughly and so did my party, none of whom had seen it before and who ranged from adolescence to senior citizenship.

Two things were very revealing. It did not need an absolutely first class professional company to succeed. As with music, one is sometimes spoiled by exposure to the very best into being hypercritical about otherwise intelligent and enjoyable performances. Most music critics go that way. The other revelation was that the pathos, sadness and tragedy of the Great War still came across, even in the hands of a good Third Division team. Some of the casualty figures for particular battles flashed up on screen a la Piscator and Brecht need checking, and the device is now overworked; but in combination with the authentic bitter irony of the authentic songs of the period, it simply tore the heart.

I think that *Oh What A Lovely War* stands to our century as *The Beggar's Opera* to the eighteenth. Again I am surprised that the National or the RSC have not revived it in a major production: more worthy and pointed for them to do than *Guy's and Dolls*.

The best on the Fringe at Edinburgh is now a showcase of the great depth of talent in British theatre. I've seen a good deal of the action this year because I made a busman's holiday at home by joining *The Scotsman's* heroic team of tough critics who try to get around the Fringe with 200-word judgements that can make or break little groups. A bad review is sad to write but the punters deserve protection, especially the young to whom the cost of tickets makes deception tricky. But a good review can cheer - especially when the company make a poster of it and one reads oneself on the wall above the urinals in the students' union, a unique compliment and a masterly piece of fly-posting. I hope they did the same for the ladies.

There are a dozen or more top class small touring companies every bit as good as the National in their tied "alternative" theatre, the Cottesloe. Its reopening should be marked by reviving the original idea of giving space to groups like the Actors Touring Company, who did a Moliere's *Bourgeois Gentleman* far, far superior to a silly adaptation called *A Wee Touch of Class* played in the Festival proper; or Metro from Sheffield who did a marvellous comic-tragic adaptation of Robert Tresselt's *The Ragged Trousered Philanthropists*, or etc, etc, etc.

On April Fools' day this year a letter from the National Advisory Body arrived in polytechnics and colleges. In seven pages of turgid prose it described the approach that the NAB was intending to adopt for planning public sector higher education in 1987/88. As is usual with such correspondence, the letter was accompanied by reams of forms demanding information on almost all aspects of the college's existence. To ensure that everybody's intelligence was completely insulted the letter also contained a so-called "methodological note" which described in lines of arithmetic formulae how to calculate the average length of a course of study. The impression left by such a pile of paper was that it was symptomatic of a bureaucratic approach more compatible with the five-year plan of a Russian tractor factory than of an English national body dealing with higher education.

The colleges have until November to make their initial response to these overtures. Doubtless academic boards and governing bodies are busily contemplating the correspondence and seeking to respond to its questions in a reasoned and responsible manner. That is not to imply that such virtue is likely to be rewarded. Indeed experience suggests that a buccannering and cavalier attitude is likely to yield success, while sober and responsible contemplation is more likely to guarantee that the college will be consigned to oblivion.

The last planning exercise was based on the proposition that the resources for each college would be reduced by 10 per cent in real terms between 1982/83 and 1984/85. Colleges were then asked how many students could they teach if this happened. For 1987/88 the approach is different. The policy exercise is clearly stated. It is that the Public Expenditure White Paper implies that there will be a real reduction of 2.3 per cent in the amount of money available. Therefore, as the NAB has decided that the unit of resource must be maintained there will be a reduction in the number of students.

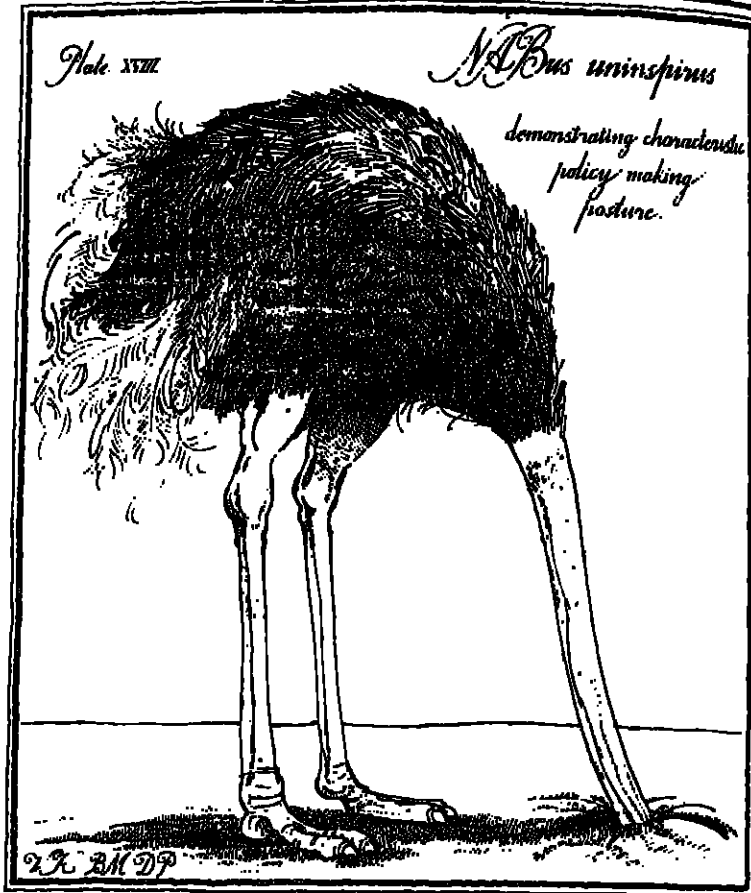
So the principal policy is the defence of the unit of resource rather than the maintenance of access. Apparently the NAB now regards the unit of resource as the most important factor for the system. In terms of national politics this is an understandable position. It hopes that by adopting this policy it can persuade the Secretary of State to increase the money that is available so that student numbers can be maintained and access can stay at its present level. The difficulty with implementing such a policy is that however logical it may be at national level it is in direct conflict with the best strategy for the colleges.

If instead the NAB had asked individual colleges the question: "Could you maintain your student numbers if the unit of resource was reduced by 2.3 per cent?" there would undoubtedly be colleges that would have answered, "Yes". The reason is obvious. For most colleges, particularly those large and involved in advanced work, the most important factor in planning is the total amount of money available rather than the unit of resource. Therefore, if a college could increase its student numbers by 5 per cent it could accept a reduction in the unit of resource of 2.3 per cent and still end up with more cash. The successful strategy at college level is the exact opposite of the strategy that the NAB is pursuing at national level.

Amazingly there is absolutely no indication in the planning exercise about the money that individual colleges might receive. Therefore a college has no idea of the financial framework within which it is expected to plan in 1987/88. It is incredible that a major planning exercise can be commenced with no explicit statement about the resources that might be allocated to the college. For instance there is no indication, or even a hint, that the polytechnics will maintain their present differential in funding when compared with the other colleges.

An additional disadvantage with this approach to planning is that there is no incentive to increase efficiency. A college that truthfully said that it could operate at a lower unit of resource than the NAB might not take it at its word and provide a unit of resource which is less efficient college more generously. If the unit of resource is determined nationally there is almost no incentive to take a single additional student above the target that has been allocated.

A curious feature of the exercise is



Messages from above and below

In the second of his series on the National Advisory Body, Peter Knight looks at planning

are easier to teach at marginal cost and the NAB has already decided that it does not wish to introduce penalties for colleges that over-recruit. If this approach was followed and a massive enrolment subsequently occurred in a college's humanities programme the situation could be legitimized by varying numbers year by year, from one programme area to another.

In conclusion, the 1987/88 planning exercise defends the unit of resource against a minimal change at the expense of access. There is no guidance whatsoever as to the actual financial allocations which colleges are likely to receive and upon which they might plan. There is an incentive for greater efficiency even if a college wished to follow that particular route. Finally, the emphasis between different subjects, even if once supportable, must now be regarded as naive and simplistic in terms of the ability of institutions to recruit.

What will be the outcome of the planning exercise? While it is always dangerous to make predictions the political pressures under which the NAB works are sufficiently constant as to encourage informed guesswork. On past performance the pool has always received a modest increase beyond the initial figure every year since it was capped. Once the increase is announced, the NAB will cease to mention the words "unit of resource" and will, with justifiable pride, once more take the pledge in favour of access. Within this steady state the polytechnics will continue to do better than the other colleges both on student numbers and finance.

The resolution of the problem of the balance between subjects is more difficult to anticipate. It may, and ought to, take second place to changes in the balance of mode of study leading to more part-time students. Once again such a switch is heavily dependent on ability to recruit and there are already signs of a shortfall in engineering. The emphasis will change away from such crude approach as "favoured" and "unfavoured" subjects to a more sensible analysis of the demand for and the needs of individual subjects.

If this is the likely outcome it is regrettable that the initial approach demonstrates that the NAB has buried its head so firmly in the nearest available stretch of sand. It is deplorable that colleges have to respond by giving more attention to what is on the hidden agenda than to the information contained in the formal letter. Past experience shows that playing the NAB game so as to maximize your position is the only way to deal with correspondence from Metropolis House.

The author is director of the City of Birmingham Polytechnic and a past member of the board of the National Advisory Body.

Student loans are no longer on the Government's political agenda. If we are also to believe that the consultative paper on the subject of student finance, promised in the Green Paper, is now unlikely to appear, for the time being at least, this news could be interpreted in two ways, one cynically and the other charitably.

The cynical view would be that once student loans had been ruled out there was no point in proceeding with a review whose main purpose was to act as a stalking horse for the introduction of loans in place of grants as a long-term cost-cutting exercise: it was preferable instead to resume the process of gradually dismantling the existing grant system.

The charitable view would be that the realization had set in that a full-scale, independent review was necessary rather than a hurried DES led one. This second approach, I would argue, is the correct one for the DES to adopt now that Cabinet pressure for loans is off, but whether the Government has the courage or the foresight to take this option remains to be seen.

There are five principal reasons why the issue of student support has assumed such importance and begun to exercise the minds of politicians, civil servants and educationists:

It is now a quarter of a century since Sir Collier Anderson's committee recommended that state scholarships for the study of first degrees should be abolished and replaced by grants from public funds on condition that students held two GCE A levels. (He also recommended the abolition of parental contributions, but this was never implemented).

The present system of awards, arising out of the recommendations of the Anderson report, largely dates from the 1962 Education Act. A major review is therefore due, particularly in view of the sea-change in higher education which is currently taking place, ending a period of widespread acceptance of the Robbins principle of access to higher education.

Student support, running at around £700 million, makes up about one quarter of the education budget. Yet there are increasing anomalies and gaps in the assistance given to students, as developments in modes and levels of study are not being matched by a flexible and developing grants system.

Managing higher education has itself become a political hot potato. Demography and the economic situation demand adjustments and, as Christopher Ball has put it, "the student award regulations are the 'hidden hand' of education planning".

We have already seen the tuition fee being used as a tool of Government planning and resourcing (when the "home" fee was halved to reduce institutional overheads and income and reduce the incentive to recruit home students, and paradoxically, when the overseas fee was increased to do just the reverse as far as overseas students are concerned).

It is only a short step in the same direction to alter the priorities and shape of student finance. Loans, long

Taking nothing for granted

Rupert Bristow argues that now is the time for an overhaul of the student support system

term if not short term, are one way of ensuring a return for the public investment represented by student support which should provide the option of either expanding the number and types of students receiving help or reducing the cost of such support from the education budget or both.

The outdated concept of students in the 18-24 age range being dependent on parents, enshrined in the present award regulations, combines with the increasingly bizarre relationships with, and differences from, other forms of payments to young people, such as unemployment benefit, supplementary benefit and YTS payments, to create a maze of inconsistencies which are no longer sustainable.

Eight out of ten EEC countries operate a mixed system of loans and grants, often with an emphasis on indirect rather than direct educational subsidies. As political and educational ties with Europe increase, so too does the pressure towards a compatible system in the UK.

Far from looking at ways of increasing access and choice as numbers of school leavers begin to decline, the Government has in fact chosen to limit access and limit choice. Arbitrary cuts and adjustments have been made which save money but which undermine the whole purpose of grants as originally envisaged, without developing a new rational responsiveness to today's educational needs.

Two things must now happen if the UK is to develop a system of support, built on but not tied to what has gone before, which will see us into the next century. First, a new "Anderson committee" must be set up forthwith to devise a student support system for further and higher education to maximize educational opportunities for post-school students with no long-term

stored in air-conditioned libraries. Even if this were now the case - and it isn't - the existing stock would still be at risk. Texts could be stored on microfiche or electronically. Among others, the Library of Congress has experimented with microfiches, but has met with serious consumer resistance. Scholars are a conservative lot, and, reasonably enough, few of them want to spend their lives staring into badly-designed screens. For a more fundamental flaw: they preserve, but they do not repair the damage already done.

The British Library has therefore sponsored us to look at an entirely different approach to the problem. In our method, the paper is impregnated with a mixture of chemicals that is converted to a paper-plastic matrix when irradiated. In almost all cases this results in a dramatic, often total recovery in strength. By including compounds which react with acids in the mixture we can at the same time decalcify the paper and proof it against further attack. The process works on closed books, does not change their appearance, and, to answer an obvious question, no, the pages don't stick together.

Is this the answer? Obviously, we hope so. Whatever the outcome, though, chemical problems call for chemical solutions: better books for better scholarship, through chemistry.

M. L. Bursall

The author is head of the Industrial Chemistry Group, University of Surrey.



increase (or decrease) in current expenditure in real terms. The question of tuition fees should also come within their remit.

The committee should be small, should consult widely and report to the Secretary of State, with a view to implementing the necessary legislation and administrative changes for students entering institutions of further and higher education in the academic year 1987/88.

Second, there should be no further "trimming" of levels of grants under the present system, which should increase according to the retail price index for as long as that system remains in existence. Indeed, the Government should acknowledge the severe effects of the abolition of travel increase in the flat rate travel element in the grant from £100 to £200, as an indication of good faith and a positive demonstration that the needs of students are being recognized.

Clearly changes in the student support system must take account of, indeed should form an integral part of, plans for the future of higher and further education. Equally clearly, consideration needs to be given to relationships between student support and proposed changes in the welfare state. There may never be a

better time for a proper or full review of this issue. Among the principles which the proposed committee should seek to adhere to in devising a better system are:

- Independence at 18 - no parental contributions.
- Equity between students undertaking different levels or modes of study.
- Government backing for any supplementary loan scheme with preferential interest rates, long repayment time and repayments linked to ability to pay.
- Abolition of tuition fee payments from one public purse to another.
- Any grant element to be taxable and capable of being supplemented by earnings without penalty.
- Student mobility within the EEC to be facilitated.
- The establishment of a permanent monitoring body to oversee the implementation and running of the package of arrangements.

This list is neither comprehensive nor exclusive but indicates the broad parameters of such an inquiry, which should be based on the principle that increased access and choice for prospective students is a desirable and necessary objective.

The author is head of student services at the South Bank Polytechnic.

compound which is spontaneously flammable in air.

These processes work and work quite cheaply. The cost per book is around £5 to £10. They have, however, appreciable disadvantages. In both cases, the books have to be dried very thoroughly before treatment. Some degree of pre-sorting to remove volumes which will respond badly may be necessary. Moreover, they have a more fundamental flaw: they preserve, but they do not repair the damage already done.

More recently, two large-scale processes, capable of decalcifying hundreds of books at a time, have been developed. Both are really variants on Barrow's original idea. In R. D. Smith's method, currently used by the Public Archives of Canada, the acid is removed using a bath of magnesium methoxide in methanol and freon. In the Library of Congress process, the decalcifying agent is gaseous diethylzinc, an effective but rather unpleasant

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Changes and choices

The increasing focus on likely changes in the tertiary education sector in Scotland is gathering momentum with the impending report of the Scottish Tertiary Education Advisory Council and the recently-initiated consultation by the Scottish Education Department over the rationalization of the Scottish colleges of education.

With regard to the latter, the much-rumoured take-over of the colleges by the universities is again the subject of speculation; yet it is a view which ignores the very real problems which such a move would involve. Most university departments or institutes of education are not, of their nature, immediately ready to adapt to the work of the colleges, and the current finance-led "rationalizations" in the universities themselves scarcely provide a propitious setting for such a development.

A market shift from pre-service to inservice education in the colleges, resulting from the sudden dramatic fall in pre-service students has coincided with a crucial period of curricular development in Scottish schools; which, in turn, has instigated an impetus from in-college to school-focused inservice education. The work of the colleges in a wider and increasingly varied locus precludes the dominance of lecture or seminar in favour of mobility of staff and increasing utilization of distance and independent learning strategies to support in-school development. And now the new BEd degree courses for prospective primary teachers in Scotland has significantly altered the pattern of initial teacher education, based on professional concurrent education increasingly school-focused in ideology and logistics.

Such considerable changes in the colleges have implications indeed for the continuing relevance of the traditional DipEd and MEd courses of the universities. While acknowledging the value gained from reflection away from immediate classroom pressures, the question must be raised as to whether such an approach responds adequately to the current momentum in teacher education.

ISTEAC is to consider any drawing together of the universities and colleges, the very staff-intensive pattern of college courses in the school-focused context scarcely suggests an easy fusion of the colleges within the university system.

What of the alternative: a merger based on the colleges? Such a proposition is not as audacious as it might seem. The resulting resources made available to teacher education in the colleges from the university departments of education might help balance the "skills-oriented" courses of the colleges, with enhanced awareness of theoretical perspectives.

But would the success of such a harmoniously productive picture be marred by a sense of academic frustration among staff more acclimatized to the university ambience? While recognizing the worth of academic research, might not an environment which facilitates (the more immediate application of research and learning also be a stimulating one? Also, the likely emergence of more vocationally specific higher degrees responding to the needs of management of curriculum change, development of learning strategies etc, would be further enhanced by staffing resources at present in the universities.

Admittedly, other matters deserve consideration: the scholarly resources of a university, it might be felt, can never be matched by a college; of greater concern, perhaps, is the independence from political pressures of research centrally funded from government sources.

In considering proposals for rationalizing an admittedly fragmented tertiary education system in Scotland, it is to be hoped that STEAC will consider carefully the direction or "bias" of any closer relationship between the colleges and the universities in light of most recent and projected future developments in teacher education in Scotland.

H. S. Kwiatkowski

The author is BEd course director at St Andrew's College of Education, Glasgow.

Hilary Macartney looks at an attempt to bridge the gap between students' ideas and the community outside

One of the most common reasons for the failure of new products is that marketing and market-research are not introduced early enough in the product's development. The lesson that these are integral elements of responsible design, not adjuncts to it, is one of several that would be less painfully learned during the higher education process than after it. While formal teaching can hardly be expected to achieve such aims, project work on "real life" design problems can prove effective. As these generally begin with an investigation into a particular need for a product, the student is forced to consider the nature of the potential market from the start, taking full account of its design requirements, such as cost, robustness, adaptability, etc. Teachers at the various colleges and polytechnics which now include such work as an important element of design courses are unanimously agreed as to its educational value.

"Real life" projects have, for obvious reasons, come to play a particularly important role in design for special social needs, such as disabilities. This is encouraging, since this is an area in which research and development by commercial companies has been notoriously lacking. The further development of such product ideas is as desirable and justifiable as the development of general applications for academic research in science and medicine. Yet, of this regular crop of original and potentially useful product ideas, very few have had any chance of proving their viability by becoming actual products on the market; the education process ends at the first prototype stage, the student leaves and the project is shelved. Without the necessary resources and organizational network, educational institutions themselves certainly cannot take responsibility for further development.

Nor have commercial companies been queuing up to develop good student ideas. The reason has caused research and development in the manufacturing industries in this country to stagnate; yet massive investment in this area would provide a strong antidote to recession and the groundwork for greater employment in the future. Commercial investment in research and development has, however, become a luxury that only large and multinational companies can afford.

The recent establishment of public-

ly-funded, local enterprise boards may yet provide a way out of the impasse but, to be effective, considering their comparatively limited resources, they must find radical new alternatives for attacking the problem of research and development. The various innovation centres set up throughout the country are an attempt to attract in new inventions and product ideas which can be developed and fed into struggling small companies. London's Technology Networks are largely the brainchild of Dr Mike Cooley, head of the Greater London Enterprise Board's technology division and previously one of the guiding forces in the Lucas Aerospace Combine. Their aim is to take public involvement in the encouragement of new enterprise a stage further: instead of waiting for people to come forward with ideas, they actively seek them out.

Particularly new is their emphasis on a much more active role for educational institutions. Their research facilities, especially in design, the applied sciences, technology and engineering, argues Dr Cooley, should now be given the opportunity to become more accessible and more responsive to the needs of the outside community. By setting up the Design Development Unit, operating within Middlesex Polytechnic as part of London Innovation Network, the Greater London Enterprise Board has taken a concrete step towards achieving this ambitious aim.

The unit, by providing the means to develop student projects through to a marketable stage, can stop the waste of good product ideas and, in doing so, will provide a service to local businesses in need of new products. Similarly, by offering its services to public sector industries, such as hospitals, schools and social services, as well as to individuals and user groups within the community, it can provide a fund of "real life" design problems which can be tackled as student projects.

The unit does not, however, represent the beginnings of any exploitation of educational facilities - the outside world and commercial concerns who consult it pay for the services they receive. Likewise, students receive payment when their work and ideas are taken up.

Middlesex Polytechnic's decision to allow London Innovation Network to extend its activities into the campus was prompted largely by John



Changing bed developed at the unit to specifications by nurses at Watling View School, St Albans.

Taking one step further to market

Michaelson, course leader of the polytechnic's BSc honours in society and technology and an enthusiastic supporter of the philosophy of the networks. An extensive programme of innovative product development was already being undertaken in the craft, design and technology courses, led by lecturer John Cave and it was envisaged that most projects would require CDT involvement at some stage in their development.

The unit was therefore set up in that work area, although its activities and facilities are open to all courses and faculties. During its year in operation, it has already encouraged greater co-operation between the polytechnic faculties. In many cases, students from various disciplines work on different aspects of the same project: including packaging and marketing.

The main work of the coordinator, Ian Holdsworth, is to assess requests from outside for product development, often actively seeking them out, and then finding the right student to undertake initial development as a major course project. If the prototype produced by the student has good potential, London Innovation Network's workshop can take over the project, producing further prototypes, where necessary, and pilot batches for

extensive market testing, as well as making any necessary design alterations. The Network also coordinates the marketing functions, encouraging student involvement wherever possible and similarly in packaging and graphics. Finally, the unit's coordinator sets about finding a suitable manufacturing company for the new product. Local borough enterprise boards may become involved at this stage.

In keeping with the policies of the networks generally, the unit is particularly keen to seek out projects which are socially useful. In its first year of activity, it has discovered a distressingly large number of urgent social needs which could be easily alleviated by the development of new products or the improvement of existing ones.

One case was a request for a changing bed by nurses at Watling View School, St Albans. The school provides day-care for severely handicapped children. Most of the children are incontinent and require to be changed frequently, yet the school had no suitable facilities for performing this task: the camp beds for the children to rest on were too low, making the task a back-breaking one for nurses; other surfaces, such as tables and even a filing cabinet were found to be a better height but meant that the children

suffered unnecessary discomfort. A hospital bed would be expensive (about £400) and would take up a lot of space without providing exactly what is required.

The design problem was taken on by student David Charles who gave full consideration to the nurses' specific requirements, such as ergonomics, hygiene, storage capacity, safety, cost and the need to make efficient use of space. Thus, his prototype, which has now completed a three month trial at the school, features a work-surface which is the right height to prevent back-strain; a mattress which is comfortable; waterproof and can withstand sterilization; detachable compartments for clean and soiled dressings and a safety-bar to protect involuntary children and those with involuntary movements. If the results of further testing of a pilot batch are favourable and health authorities show a positive interest in buying, a small engineering company will be found to produce the bed.

The unit takes pains to try to lay down the intimidating image which outsiders often have of academic institutions. John Boise arrived at the unit one day with a carrier bag containing the pieces of the doll's house he wanted to develop. His design idea arose because his daughter wanted one and, like many parents, he was unhappy with what was available on the market. What he wanted was an inexpensive, portable kit, consisting of pieces of raw timber which could be easily locked together in a rigid structure and which could be painted according to personal taste. After two years of spare-time work at his kitchen table, he arrived at a satisfactory design.

Although his design is almost certain to be a commercial success, his approaches to manufacturers proved unsatisfactory: they simply wanted to pay him to take his idea away from him. Since then, he has registered his idea and, at the unit, his right to be involved in the development of his design has been respected.

The gap between student projects and marketable products can be bridged by co-operation between education authorities and the publicly-funded enterprise boards. Whether more educational institutions are willing to accept such an active role in remedying the present state of research and development remains to be seen; only if they are, will the philosophy of the technology networks have a long-term, practical impact.

The author has worked as a consultant for London Innovation Network.

Michael Connolly and Paul Corrigan examine the role of A levels as entrance criteria

Maintaining the meritocracy

secondary education and higher education, that such relationship is represented by public examinations, in particular the Advanced level of the GCE. Passing at advanced level in two or three subjects is the criterion of merit expected of secondary children by their teachers and parents and the admission factors of the institutions of higher education. But passing A levels only represents a supposed relationship between schooling and higher education; it does not explain the relationship.

Leaving school at 16, not being considered "good" enough to do the requisite number or appropriate combination of A levels and failure at A level standard expresses no relationship between compulsory schooling and higher education. Passing A levels at best expresses a contingent relation between school and institution of higher education, since the mere fact of passing does not represent a sufficient condition of entry. To study medicine demands A level passes of a different quality to those deemed adequate to study engineering.

We are being unrealistic and wasteful in anticipating that many 18-year-olds will be clear about their life objectives and their obligations to the society of which they are part. Put another way, there is an unexamined myth which propounds that 18 is the best age for deciding one's future.

The success of the Open University, Birkbeck College and the high proportion of mature students in public sector higher education suggests that this assumption requires close scrutiny. Meritocracy as "invented" tradition conceals the rationale for the bias towards 18-year-olds. That less than 5 per cent of mature entrants to public sector education have non-standard qualifications serves to point up the normality of A level passing as the criterion of merit.

Attempts to produce other criteria of merit as appropriate entry to higher education such as access courses or competency testing are met

with suspicion and hostility or are in the earliest stages of development.

That the Department of Education and Science considered a four-year trial period was sufficient to scrutinize the validity of access courses, without waiting to study the success rates of access course students in higher education, underlines an unwillingness to consider whether A levels as criteria of merit are open to debate. Rather, debate has taken the form of asking about the comparability of access course achievement with A level achievement.

Because the relationship between schooling and higher education is unexamined, it is assumed that passing A levels is an appropriate starting point for what will be learned in higher education. Such no doubt explains part of the poor correlation between A level grade counts and quality of degree class. Suppose that A level passing is concerned with skills, understanding and competence. What guarantee is provided that these are the characteristics required for success in higher education?

Undoubtedly A level passing indicates some kind of achievement even if it is not clear what that is. A corollary to the view that more needs to be known about the nature of A level achievement, is that there are kinds of achievement which A levels do not tap. One way of disentangling this issue is to look at the kinds of courses in higher education that successful A level students study.

Type one courses are in areas of human knowledge and belief for which there is a reward which is not related A level. Type two courses are in areas with strong practical components for which there is no related A level.

As regards any of the course types, one difficulty needs to be disposed of immediately. Are the competency characteristics required for the successful pursuit of higher education studies?

The answer must surely be no. The difficulty arises that quality of A level grade is equated with greater competence. But as we have argued there appear to be no grounds for being clear about the nature of A level achievement.

For type one courses the proposition could be advanced that without the relevant A level, such a course would be impermissibly difficult. This argument would appear to be substantial for science degrees.

Difficulties of a different kind arise for type two courses, courses for which there are no related A levels such as business studies, accountancy, social policy, social administration, politics, marketing and food studies. Now are admissions tutors supposed to gauge the competency of applicants who have succeeded at A levels where unrevealed competencies may or may not be relevant to the course of higher education?

It might on the other hand be claimed that with electronics and the like, higher education tutors assume very little and start as it were *ab initio*. Such a claim weakens seriously any case for A levels as particular criteria for a particular course. The problems are aggravated even more for type three courses, which have a significant practical component. We refer to courses in teaching, librarianship, social work, architecture and the like.

Those with an eye on the meritocratic ideal trenchantly oppose alternative systems of entry to higher education, and are blind to the advantages of alternative entry. There is practical evidence that student maturity and motivation are at least as appropriate as A level passing as criteria of entry to higher education.

If the purposes of higher education lie in a continuum with the purposes of schooling, then why are we so grudging about who is selected for higher education?

Michael Connolly is senior lecturer in primary education at the Polytechnic of North London and Paul Corrigan is former head of department of applied social studies at the Polytechnic of North London.

BOOKS

Able was I ere I saw Maitland

by Mark Kishlansky

F. W. Maitland
by G. R. Elton
Weidenfeld & Nicholson, £12.95
ISBN 0 297 78614 8

"Historians on Historians" is a devilishly clever little series that debuts with G. R. Elton's study of F. W. Maitland. The joyously malicious possibilities in matching ancient and modern could well become the paragon game of the silly season with categories ranging from look-alikes to think-alikes enhancing the entertainment.

Among more conventional possibilities, Elton's succinct essay perfectly fits the bill for historians on historians. Here there is as much of Elton as there is on Maitland, perhaps unconsciously so; for every judgement the present master passes on his predecessor there is provided implicitly a standard from the past master to be applied to his successor. It is a sort of intellectual palindrome: Elton on Maitland; Maitland on Elton with "able was I ere I saw Maitland" providing the subtext.

As an occupational hazard historians are drawn to the ashes of their predecessors, raking them over on celebratory occasions. But commemoration is different from critical assessment and there are few useful examples of studies that can appreciate both the factors that contributed to making the historian and the factors that made the historian's contribution.

The problem is simple: most of those worthy of study lived in one age and wrote about another. For all of his impact on Victorian letters, Macaulay was a Stuart historian. It is at the least of Elton's achievements that he can write as interesting an assessment of Maitland the 19th-century lawyer as he does of Maitland the medieval legal historian.

The hundred generously printed pages are divided into three sections: on Maitland the man, Maitland the historian, and an analysis of four specific examples within the Maitland corpus that Elton feels particularly well qualified to assess in the rigorous, honest Eltonian manner which Maitland would have admired and eschewed.

Maitland was the typically improbable late Victorian academic career. Born in Gloucestershire in 1850, there was little in Maitland's home life to suggest his unparalleled achievement. Tutored in classics, which he apparently despised, he matriculated at Trinity College, Cambridge where he took a first in philosophy. Thus prepared, he



F. W. Maitland

moved to London to read and practise law. He finally returned to Cambridge where a readership in law was established especially for him by his mentor, Henry Sidgwick. Three years later, at just the moment that he determined to become an historian, he was elevated to the Downing Professorship of English laws.

Once he measured his stride, Maitland wrote and edited prodigiously. In the decade 1888-98, for example, he authored *Domesday Book and Beyond*, *Township and Borough*, *Roman Canon Law in the Church of England*, and with Sir Frederick Pollock, the two volumes of *The History of the English Law before the Time of Edward I*, which is known to posterity simply as *Pollock and Maitland*. During the same time he edited the three volumes of Bracton's Notebooks, a volume for the Pipe Roll Society, a volume for the Rolls Series, and four volumes for the Selden Society. All of this was done, along with his lectures in modern law, his reviewing and article writing, and his responsibility as professional administrator, in the pre-mechanical era when the pen was

mightier than the keyboard. With charming candour Elton relates that he prepared his whole life to write this book and accomplished the task within four weeks. The two last sections are thus the more substantial. The appreciation of Maitland the man suffers from too brief acquaintance, both the author's and the reader's. Maitland's remains an elusive personality and Elton dresses up some of its less attractive features. Among a group with purchasing standards, Maitland was something of a dry stick, maintaining a reserve and formality even among his closest colleagues and within his family. Against the ebullient Elton he appears humourless, against the warm Elton haughty, and against the generous Elton grudging.

Yet the character traits Maitland brought to his history writing were almost the opposite from those he brought to his personal relationships. Here his mind sparkled, his writing took on a tone of easy familiarity. He treated his readers as co-conspirators in the unravelling of the obscurities of medieval administration. He explained things so patiently because he

wanted his audience to understand them, not because he wanted them to know that he understood them. His footnotes were pregnant with suggestions that a lesser man would have reserved for his own writings or for his favoured students. He devoted precious years to making texts available to others and to identifying sources that might otherwise still be obscure. Even in criticism Maitland was generous with his knowledge and charitable in his judgements. He would rather light a candle than curse the darkness, a fortunate characteristic for a man who spent long hours in the Public Records Office.

Thus it is Maitland the historian rather than Maitland the man who is remembered today. And the memory gains strength with each new generation of legal historians. What most fields of historical inquiry pay lip service to their Victorian forebears, legal historians venerate Maitland and continue to use his work as a starting point for modern study. The more that is learned about the subjects that Maitland first investigated the greater is the admiration for his scholarship.

This is the puzzle of Maitland's persona that Elton has, indeed, spent his entire life preparing to solve. It is Maitland's immortality over which Elton ruminates, chewing it over again and again until it is no longer part of an academic exercise. What is the explanation, not of longevity, or of greatness, or of towering achievement, but of permanence? For Elton believes that as long as humankind takes sustenance from history it will find nourishment in Maitland. Is it to be found in Maitland's character, or in his historiographical accomplishments? Was it in his training, or his lifestyle, or his historical moment? Is it beyond recapitulation or within our grasp?

Elton looks first at the more obvious characteristics. Maitland was a forerunner to history having come to it from law. He had to work harder at understanding and at explaining. History was not his native language. Maitland was a prodigious worker who brought his projects to fruition. He devoted his time to learned societies, to the Selden Society especially. He occupied a place of eminence at a great university and used it to advance the study of his discipline. He even donated his considerable library for the benefit of succeeding generations.

But these are things that might be said of many and while they are not superficial neither are they the core of the matter. Here Elton turns to Maitland's traits as an historian of which two are fundamental: his "determination really to understand his sources" and his style in presenting his findings so that they would be both understood and remembered. It was Maitland's attachment to sources that made him the quintessential professional historian. Unlike so many of his contemporaries Maitland made the decision to concentrate on a single field of history so that he could base his learning and his conclusions on the most intensive study of documents. "He chose to work correctly", is Elton's unequivocal assessment. Describing the power of his style proves as elusive as describing his personality. But it was style that separated Maitland from all of those who had written before him, and in Elton's view, all who have written since.

The burden of immortality is heavy, and like the weight of history itself lies on the living rather than the dead. For as Elton concludes of Maitland, and thus of himself, "We historians descend from a man of outstanding scholarship, unflinching standards and impeccable manners. The other side of the coin is the absence of any excuse we might have for not doing right".

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The king's return

The Restoration: a political and religious history of England and Wales 1658-1667
by Ronald Hutton
Clarendon Press: Oxford University Press, £17.50
ISBN 0 19 282698 5

While scholars still pour into the over-populated and well cultivated clefts of Stuart history, and the reigns of William and Anne, the Restoration remains a barren territory, unvisited and little visited. Dr Hutton's book then is in itself the bold venture of a pioneer; his purpose - that of "clearing the ground for all future work in the period" - exhibits all the vigour of the successful frontiersman.

Hutton sets out to map the formation and implementation of national policy, and the interaction of central and local interests from the death of Oliver Cromwell to the fall of Clarendon. He embarks upon his narrative, as he informs us, with the formidable resources of material collected from every public archive in England and Wales.

The first section of his story is in some ways the most important and the best. The Restoration was never

restored as explained. Oliver Cromwell may have died, as an Essex clergyman put it, "people not much minded it", but his son Richard succeeded and there was little sign of the impending collapse of the Protectorate. Hutton shows well that Richard's principal opponents were not the country gentry, but the army - or rather those in the army who stood for the good old cause against the conservatism of the Protectorate. It was these commonwealths men who seized the initiative from Richard and subsequently by military force that the army was tossed the doors of the Commons. This time, however, the army was seriously divided: from Scotland the commander of the troops George Monck declared for the expelled MPs against the military coup.

Monck's precise intentions in the autumn of 1659 have been clouded by controversy and his own later statements. In place of the arguments that Monck was committed already to a Stuart Restoration, Hutton posits the novel and convincing suggestion that Monck acted primarily out of a concern to settle the church, and especially by from a fear of sectaries and Quakers.

The divisions within the army in London, not least between the saints and the more secular, played into his hands. Monck moved south and once his troops had secured the capital, the

collapse of republicanism has always been difficult to understand, given its strength under Cromwell among the officers and soldiers. Hutton shows well that it did not die a natural death, but was murdered by another army led by men of different experience and political or religious commitments. But still the defeat of the old cause did not necessarily mean the Stuart restoration; the revival of the Protectorate (under Richard Cromwell or Monck) was widely discussed. But Monck perceived (as had both Cromwells) that political settlement depended upon the cooperation of the landed gentry of the shires, and in acting upon that perception, by supporting elections to a free parliament, he brought about, whatever his original intention, the restoration of Charles II.

Though the acquiescence in these events of old republicans like Scot, Vane and Desborough remains inexplicably "surprising", Hutton offers the best account yet of the central politics of 1659-60. Oddly, given his tour of the country archives, it is the situation in the localities that remains unexplored. Broad generalizations are unhelpful. Broad generalizations are not always clearly supported by massive footnotes do not substitute for an account, for example, of the election of 1660 or of the composition of the Convention Parliament. We read of the "Presbyterian Knot" and the young royalist lords jockeying for the initiative in Westminster, but we know little of their positions or strength or of

the changes in political climate in the localities. It may be that Charles II knew no more. For from the Declaration of Breda onwards, the king pursued a Hutton demonstrates, a policy of moderation, conciliation and apprehension which did not reflect the wishes of those who by the spring of 1661 had come to dominate in the counties.

During the last months of the Convention parliament, a period which Hutton interestingly delineates as the first Restoration settlement, Charles took old parliamentarians and Cromwellians onto his Privy Council, showed mercy to old enemies and promised toleration to Presbyterians and Quakers. The second Restoration Settlement, effected by the Cavalier Parliament which met in May 1661, was to overturn it all in a royalist quest for vengeance and a policy of rigid Anglican conformity. Whoever the beneficiary of the first settlement, Hutton argues, the second Restoration settlement saw a victory for the county gentry and a defeat for the king - a defeat that he now set out to reverse.

Despite the title and chronology of the book, it is here in 1662 that Hutton's real contribution to an understanding of the Restoration stops. The remainder of his book is a postscript to the king's defeat and offers little more than an unoriginal (though well written) narrative of Dutch wars, plague and great fire that has lost its analytical cohesion and thrust. It is at this point that many readers will regret that Dr

Hutton did not instead use his space (and more) to offer a fuller exposition of his important arguments concerning the years 1658-1662. For the narrative, lively and spiced with fine thumbnail sketches and biographies, has a breathless feel and one wishes often that Dr Hutton would pause so as further to develop and illustrate his observations and judgements, or better to explain some of his comments. At times, as with the use of churchwardens' records for a study of religious practice and preferences, we may wish that more of the evidence was presented on the page. Similarly statements based upon "the surviving Quaker Sessions Order books" for twenty counties, or impressions derived from "the records of the law courts, Exchequer, Admiralty and other parts of the state machine" may spare the reader drudgery, but they deprive him too of the richness of new evidence and so deprive the book in the end of the originality that extensive new research might have promised.

Dr Hutton has sketched a clear road through the centre of the political history of 1658-62. We must hope that he now applies his extensive reading to a further elucidation of the peripheries.

Kevin Sharpe

Dr Sharpe is lecturer in history at the University of Southampton.

BOOKS

Selective indignation

Tito's Flawed Legacy: Yugoslavia and the West, 1939-1984
by Nora Beloff
Collins, £12.95
ISBN 0 575 03668 0

Although this book is a sustained attack on Tito and all he stood for, and a scathing indictment of his successors, Miss Beloff admits that he had "outstanding gifts". These included charisma, good looks, physical stamina, *joie de vivre*, "organizational flair which enabled him to transform rugged guerrillas into a regular army", and diplomatic and political skills. He went to his grave after 40 years of undisturbed power "as a great father figure". Men with these qualities are bound to acquire an aura of legend even in their own lifetime - as did Churchill, with whom there was a mutual respect and admiration.

There is inside Yugoslavia an attempt publicly to "de-mythologize" the memory of Tito, and the author is an enthusiastic supporter of this movement. There is no harm in questioning established values. Bernard Shaw considered it to be the beginning of true wisdom. There is little point, however, in debunking one set of established values in order to accept another, equally exaggerated, version. The author's fervent anti-communism has led her to accept uncritically the view of Yugoslavia presented by the émigré Yugoslav communities in Britain and USA, or, at least that of some of their more outspoken Serbian and Slovene members with whom Miss Beloff associates, most of whom continue to fight the battles they lost 40 years ago.

It is no great revelation that Tito and his Partisans fought a civil war at the same time as they battled to liberate their country from enemy occupation. Tito never disguised the fact that he was a communist, from the time that he proudly proclaimed his allegiance when he received a prison sentence for political activities in 1929. Miss Beloff disavows the theory of the Soviet defector, Golyzin, that the quarrel with Stalin in 1948 was a contrived confrontation to confuse the West, and that Tito remained a Soviet agent. Nevertheless, she presents arguments to suggest that he continued to work for Soviet interests in the non-aligned movement.

As a committed - one might almost say, a professional - anti-communist she takes the view that "who is not with me is against me", and therefore confuses criticism of "the West" with commitment to the Soviet Union. Like Mr Foster Dulles, she appears to believe that "neutrality is immoral". Thus Tito's criticisms of US policy in Central America are proof of his pro-Soviet stance.

She also fails to distinguish between those intellectuals who have been tried for "hostile propaganda" and those who have been involved in advocacy of the break-up of the federation if necessary by violent means. There have been enough acts of violence, encouraged by émigré groups in the West, to justify some caution on the part of the authorities. Even Enoch Powell makes a distinction between Martin Gálvin and John Hume. She also brushes aside the protests of the European left against, for example, the hounding of the Praxis group, or the recent trials in Belgrade. In her book only the anti-communist right cares for freedom of thought, and this is only under attack in Eastern Europe. This selective indignation, so common in contemporary journalism, ignores not only the abuses perpetrated in the client states of "the West", but it is also ineffective in securing the freedom of those who might be helped. The object of such journalism, to paraphrase Macaulay, is not truth but persuasion.

Miss Beloff's tendency to rely on the work of émigré Serbs rather than on the historical record is well illustrated in her account of the Ba Congress, which Mihailovic called in January, 1944, in the heart of German-occupied Serbia, as a riposte to Tito's Jajce Assembly held in the previous November. The idea that the Congress, held on St Sava's Day - a sacred Serbian festival - represented a genuine attempt to lay the foundations for a democratic, federal Yugoslavia, is belied by the records (some of which can be seen in the Public Record Office) which indicate that what was planned was an enlarged Serbia, almost encircling a remnant of Croatia. Slovenia was to be encouraged to expand by taking in the Slovene-speaking areas of Italy and Austria. No wonder the Allies took no notice of it.

Unlike Dr Guelbels, who thought that the bigger the lie the more likely it was to be believed, modern journalists are adept in the art of misleading by telling only half the story. As Tennyson said, "a lie which is part truth is a harder matter to fight". Miss Beloff's account of a meeting about Yugoslavia held in Bradford only tells half the story, probably because she left halfway through. It serves her purpose, however, in implying that British academics who see things differently from her are brown-tongued scoundrels, bribed by means of decorations from the Yugoslav Embassy. Such innuendoes are as unworthy as is the suggestion that she writes as she does because her trip to Yugoslavia was financed by the Hoover Institute, whose chief Yugoslav specialist is a former *crank* and the son of a Serbian minister murdered by a communist in 1921. Her technique is to "damn with faint praise, assent with civil leer, and without sneering teach the rest to sneer". This is applied to a range of deliberate "discriminators of misinformation", starting with Maclean and Deakin and "the communists in the Special Operations Executive who hoodwinked Churchill", and proceeding to the more recent Titoists like Roy Jenkins, and God save us, Margaret Thatcher, who has established a rapport with Milka Planinc, the Iron Lady of Belgrade.

This is a pity, as Miss Beloff has scored some palpable hits, especially with her comments on the parlous state of the economy and the shortcomings of the self-management system - but then it is possible to read all about this in the Yugoslav press.

F. B. Singleton

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Tito

Causes of unequal exchange

International Political Economics
by Bruno S. Frey
Blackwell, £17.50
ISBN 0 85520 748 5
The Fragmented World: competing perspectives on trade, money and crisis
by Chris Edwards
Methuen, £14.95 and £7.95
ISBN 0 416 73390 5 and 73400 6

Bruno S. Frey shows how neoclassical economics can illuminate selected topics in international economic policy.

At both the theoretical and the empirical levels he analyses why tariffs and other forms of trade protection assume particular patterns across industries and over time. Politicians supply protection at the "price" of a greater chance of re-election. Industry demands protection and is more able to pay the "price" when, for example, it is a large employer and can therefore command votes. During recession the demand for protection is stronger, for import substitution offers a way of utilizing abundant spare capacity. More original are his chapters on the distribution of foreign investment between countries and the determinants of World Bank loans, both of which are based upon previously unpublished work by Frey and Helmut Schneider.

Aid, trade sanctions and international agreements are other areas in which Frey provides striking insights. Dominant countries in military alliances spend more on defence than the subordinate partners, who can free ride on the supply of this public good. Similar problems explain the general difficulty of achieving international cooperation. Trade sanctions are generally ineffective because of the profit opportunities created for breakers of the boycott, because of the solidarity encouraged in the boycotted country which may as it did in Rhodesia, boost productivity, and because of the costs borne by the sanction-imposing economies. None the less the political advantages of being seen taking a principled stand will often recommend sanctions to governments, despite a benefit/cost ratio unfavourable to the nation.

If nations gave aid solely because of concern about the poverty of less developed countries, donors would be likely to suffer from other potential donors free riding. A country would be less inclined to give so much aid if another country was already alleviating the poor nations lot. Empirical estimates suggest this does not happen. When one country gives more aid others do also, presumably for fear of losing influence.

In his conclusion Frey recognizes that this approach in its present form has limitations. Voters, governments, public bureaucrats, interest groups

and international organizations, like individuals, can have preferences and follow strategies to restrict their options. Even so, Frey's book will provide a refreshingly realistic complementary text for a course on international trade as well as being of interest to all serious students of international relations.

Outside British American departments of economics there has been considerable interest in theories of "unequal exchange" in recent years. Chris Edwards set out to present these theories in a comparative framework intelligible to first and second-year undergraduates but *The Fragmented World* turned out to be rather more ambitious. He identifies three principal sets of economic theories - subjective preference, cost of production and abstract labour - each based upon a different theory of value and linking a description to prescription. Subjectivists, epitomized by Milton Friedman, prescribe the free market as the solution to world development and indeed to virtually every other problem of economic policy. According to Edwards the shortcomings of the subjectivists stem from the logical inconsistencies of the Heckscher-Ohlin theory upon which the school is based. Mainstream Anglo-American international economists would probably agree that this was a travesty of their position, but since their texts have not found room for "unequal exchange" theories, they can hardly object. Edwards's interest lies in describing these theories, appraising their validity, and showing how they account for trends in the world economy.

In the "cost of production school" Edwards includes J. K. Galbraith, Gunnar Myrdal, Paul Streeten, the Brandt Report signatories, Raoul Prebisch, and those who believe the analysis of international trade on the basis of Piero Sraffa's contribution has something important to offer. These people recommend the reform of international institutions to improve the world distribution of income. Prebisch may be said to have first formulated the unequal exchange doctrine, emphasizing that the industrial countries capture the whole benefit of technical progress, shifting the terms of trade against the less developed countries (LDCs) because they specialize in primary products.

A. Emmanuel, on the other hand, maintains that international poverty can be traced to low wages. Exchange is unequal because poor countries exchange goods in which more labour time is embodied for products containing less labour time. If wages were equal, no unequal exchanges would take place, but as it is, trade unions in rich countries are strong enough to push wages above subsistence whereas in poor countries they are not.

In contrast, the Marxists S. Amin, A. G. Frank and Immanuel Wallerstein assert the importance of non-market forces for the imposition and maintenance of "imperialism" and for the associated stagnation of less developed countries. Such people do not believe institutional reform will help: the gains from regional integration, commodity schemes and the like will accrue to capitalists in LDCs. Nor do they think that the growth of manufactured exports from LDCs is necessarily more limiting than industrialization based upon import substitution (the cost of production camp's policy). What counts for abstract labour theorists are policies which develop the production base of a country and strengthen the position of workers and peasants.

The second half of *Fragmented World* is mainly empirical, explaining the inflation of the 1970s, the falling rate of profit, changes in the international monetary system, the role of the state (including the USSR), the failure of demands for a new international economic order. Edwards has devoted considerable attention to the visual aids which develop the argument. He has succeeded in synthesizing and clarifying a substantial body of socialist literature on world development and economic relations between rich and poor countries.

James Foreman-Peck

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A. J. Youngson's 1982 book *Hong Kong: economic growth and policy* has been issued as a paperback by Oxford University Press at £5.95.

BOOKS

The value of political theory

Rethinking Modern Political Theory: essays 1979-83
by John Dunn
Cambridge University Press, £25.00 and £8.50
ISBN 0 521 30130 0 and 31695 2

It is hardly news that we live in an age in which traditional political theories have been rendered obsolescent. The cognitive impotence and political irrelevance of much in our inheritance of political thought are only too clear. Who, any longer, supposes that Marx or liberalism, say, can illuminate political reality or guide political practice? Neither can even begin to explain the distinctive catastrophes of 20th-century history. An attempt at a Marxist explanation of Kampuchean genocide, or a liberal account of the present regime in Iran, would figure better as a sketch in the genre of *Monty Python* than as a contribution to serious intellectual discourse. Worse, there is little in our intellectual inheritance that helps us to understand the day-to-day political life of contemporary societies. Consider, in this connection, the stark poverty of western understanding of the Soviet Union, in which grotesque theories of the con-

vergence of industrial societies vie with less absurd culturalist interpretations of the Soviet Union as Tsarism with a Bolshevik rhetoric. If anything, the dominant traditions of political thought have obfuscated rather than clarified our perception of novel political realities.

It is plain that the inherited tradition of political theorizing affords us precious little purchase on the real world of political life in which we must live. At the same time, compelling explanations for the superannation of contemporary political theory are in painfully short supply. In this new collection of essays, John Dunn seeks to address the fundamental question: What accounts for the poverty of modern political theory? Each of the 10 essays in this volume, organized in three sections, approaches the question in a specific context. In the first section on Christian natural law theory and the foundations of liberalism, Dunn examines the dependency of Lockean liberalism on a theocentric conception of the world and human society, arguing - surely correctly - that in the absence of such a transcendental framework no conception of universal human rights is finally defensible. In the three essays which compose the first section of the book, Dunn is confronting straightforwardly a truth that the mainstream of professional philosophers and theorists of political life have until recently fastidiously evaded - the truth that the passing of Christianity is the central event in modern intellectual history.

In the second section, Dunn considers socialism in theory and in history. Here he aims to account for the disastrous history of 20th-century revolutionary socialism in terms not only of the flawed theories which animate its practice but also by reference to the

causal dynamics of revolutions themselves. This is a brilliantly destructive trio of essays, culminating in an especially notable critique of the deceptions of socialist internationalism. At times, though, Dunn seems not to have taken the full measure of his own criticisms. Thus he argues that there is nothing that makes in principle possible a stable and democratic form of Eurocommunism, however unlikely such a phenomenon may be in practice. Here he seems to forget one of his central insights - that comprehensive economic planning is beyond the powers of any modern government. If this is so, and the result of central economic planning is bound always to be impoverishment and corruption, we have a rational warrant for supposing that, even if a Eurocommunist government came to power peacefully, it

would stay in power only by suppressing popular criticism of its inevitable economic failures. It is in the third and last section of the collection that Dunn comes forward with his own constructive suggestions for rethinking political theory. At the methodological level, they consist of an impassioned plea for a mode of political theorizing in which philosophical reflection is always informed by a sternly realist orientation towards political institutions and processes. In political terms, this suggests to Dunn the salience of a neglected strand in liberal thought - a strand, exemplified in the works of Machiavelli, Montesquieu and Tocqueville, in which collective prudence is the central virtue in political life. Dunn's project of reclaiming for liberalism an anti-utopian perspective as a theory of political

prudence is at once timely and inherently compelling. It remains obscure to me how prudence can be given a definite content that withstands the criticisms of the rationality of self-interest advanced in recent philosophy, and above all in the work of Derek Parfit, without recurring to an explicitly Hobbesian conception of agency and motivation. But this last is a point of uncertainty in a collection of essays that is distinguished throughout by a crystalline purity of intelligence and a depth of moral seriousness which in combination set a new standard of achievement for political theory in the future.

John Gray

John Gray is a fellow of Jesus College, Oxford.

Adding insult to injury

Offense to Others: the moral limits of the criminal law
by Joel Feinberg
Oxford University Press, £30.00
ISBN 0 19 503449 X

Following with commendable rapidity after the first, this second of a four-volume series on the moral limits of the criminal law defines and defends the "offense principle", according to which "it is always a good reason in support of a proposed criminal prohibition that it is probably necessary to prevent serious offense to persons other than the actor and would probably be an effective means to that end if enacted".

Feinberg presents this as a lightweight consideration when compared with the prevention of harm, the subject of the first volume *Harm to Others* (see *THESE* April 19, 1985). There, in drawing the distinction between "harm" and "hurt", Feinberg overemphasizes the legislative significance of permanent impairment over short-term suffering. This rather arbitrary limitation of the harm principle is to some extent balanced in this volume by his extended definition of "offense" which takes in a wide range of unpleasant states of mind, varying from disgust to moral indignation.

Punitive action against offensive action and speech has always been a matter of some embarrassment to liberals, who might be expected to support a pluralist society in which everyone is tolerant of the non-harmful behaviour of others. Feinberg seeks to minimize this embarrassment by limiting the offense principle to the wrongful perpetration of seriously offensive behaviour and by distinguishing sharply between the acceptable objective of saving people from such as disgust, shame, shock, annoyance, anxiety and humiliation) and the unacceptable objectives of suppressing immorality for its own sake (dubbed "legal moralism") or seeking to improve the moral character of the actors ("moralistic legal paternalism").

Expounding his view of the relative unimportance of offense, Feinberg classifies offense as a type of nuisance, which is therefore to be evaluated for legal purposes in terms of the degree of inconvenience caused, its avoidability, its social utility and the reasonableness

of the behaviour in question. This is an attractive approach in that it allows for the relevance of voluntary participation in offense generating situations, implies that offense is a matter more for civil than criminal law, and endorses the property of balancing the benefits of prohibiting offensive behaviour against the loss of personal liberty.

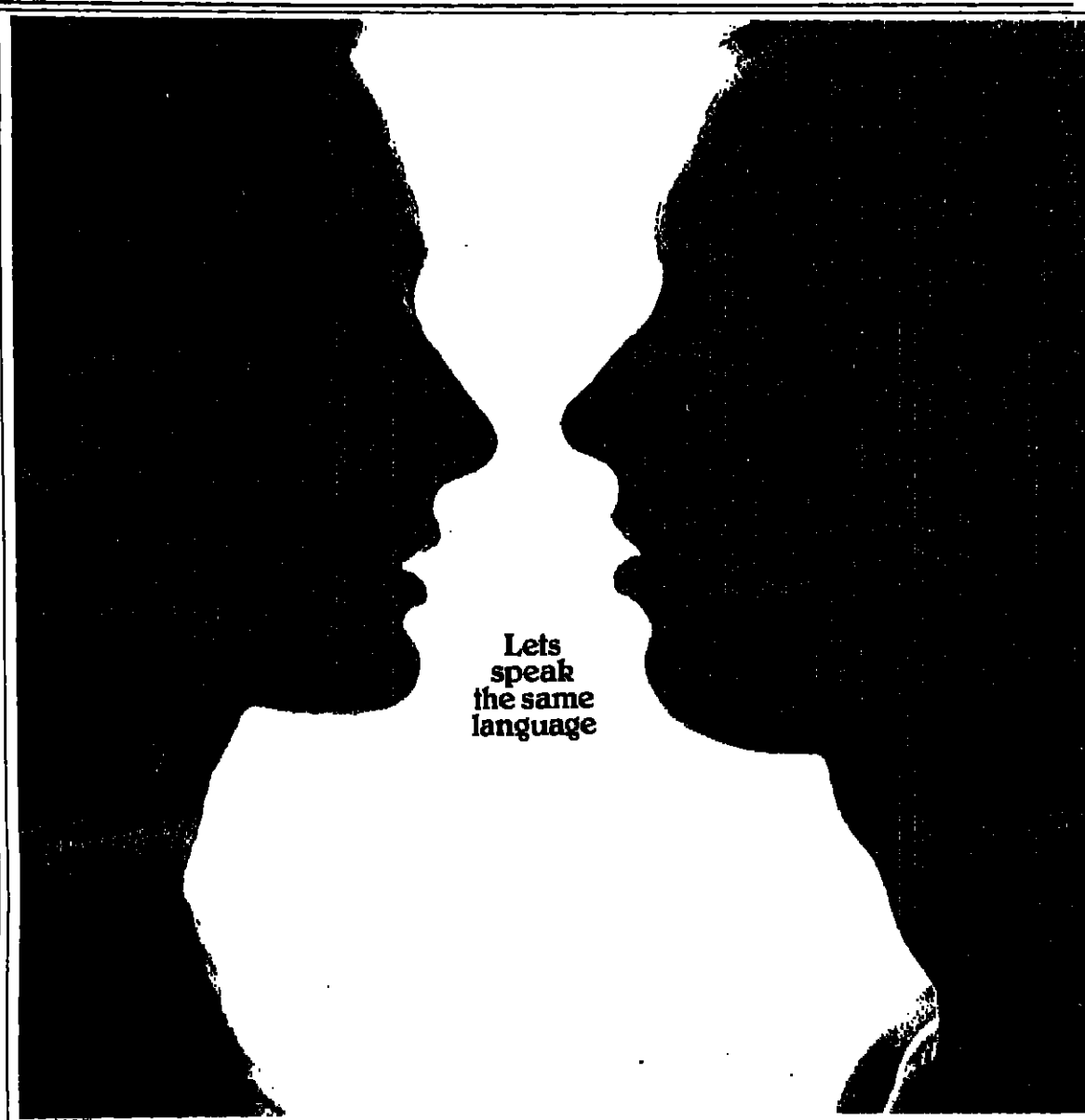
Less persuasive is the attempt to base all prohibitable offenses on mere unpleasantness to the exclusion of states of mind with an internal reference to the morality of the offensive conduct or speech. This underestimates the significance of the righteous indignation which is a key feature of some legally significant forms of offense and puts moral revulsion on a par with purely "yuk" forms of disgust. Thus, by rejecting a special status for "profound" offenses, such as the branding of Nazi insignia before the survivors of extermination camps, or desecrating human corpses, he has in effect to equate them for legislative purposes with more superficial offenses relating to such matters as the performance in public of normally private bodily functions.

A great deal of the book is taken up with a powerful defence of an external definition of "obscene" in terms of "blatant repugnance" and a vigorous attack on the US Supreme Court's confused history of judgments which relate it to purely lust-inducing materials from which the populace require to be protected. The standard British legal definition of "obscene", which goes back to Lord Cockburn's 1868 dictum concerning the tendency to deprave and corrupt, is unduly moralistic for Feinberg but probably better exemplifies the real instincts of the moral majority.

Particularly interesting is Feinberg's attempt to give sociological and psychological explanations for the existence of socially taboo words. It emerges that the utility of, for instance, swearing and blaspheming - in relieving tension and expressing justifiable disrespect - might be lost if such taboos were not reinforced by social attitudes and legal prohibitions. Swearing cannot be good for you unless it is generally considered to be bad and sometimes illegal. This paradox, together with the moral neutrality of Feinberg's definitions of "offense" and "obscene" and the extent to which his deliberate trivialization of offense undermines its essential quality as perceived by anti-liberal groups, leaves a great deal unresolved despite the book's arresting and at times masterly analyses and illustrations.

T. D. Campbell

T. D. Campbell is professor of jurisprudence at the University of Glasgow.



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Available in September from bookshops. **BBC PUBLICATIONS**

Muddling through

British Military Thought After World War II
by Julian Lider
Gower, £25.00
ISBN 0 566 00638 3

In the forty years since the end of the Second World War, British writing about contemporary military issues has changed considerably in scope and presentation. As the focus of study has shifted gradually from the requirements of war to those of peace, with a growing emphasis upon the concepts of deterrence, arms control and crisis management, civilian analysts have become increasingly prominent. Julian Lider examines these developments, as well as the evolution of official defence policy, during a period in which Britain withdrew from her imperial role and concentrated increasingly upon her NATO commitments.

Lider examines many of the difficulties which have bedevilled British policy-making, especially the adjustments required by dwindling economic resources, and provides a succinct review of the case for reorganizing the

Ministry of Defence in the 1960s (but his prediction that "no major radical reorganizations were expected" has been overtaken by the recent creation of a new unified defence staff and a defence arms control unit). Lider ascribes the British difficulties to the persistence of illusions of grandeur, an ad hoc retreat from empire, the retention of an incredible nuclear deterrent, and adherence to NATO's doctrine of flexible response. Britain, he implies, might have overcome some of its difficulties by devising a clear set of priorities and long-term goals and then implementing a policy based on these criteria.

Lider is also highly critical of British military writers. He claims that they have been too pragmatic in approach and too wedded to the philosophy of political realism. They have failed, he believes, to think about the "fundamentals" of their subject, to analyse the domestic role of military force, to provide a "thorough and truly authoritative analysis of the military challenges to Britain" and to assess the alternatives to existing policy, namely neutrality or a conventional reevaluation of the armed services. British military thought, he concludes, "has failed to devise any long-range proposals for a grand design that might help the politicians radically to reassess British military policy".

Whether British defence policy re-

quires a radical reassessment is a matter of legitimate debate. Few would deny that the British penchant for "muddling through", as Lider describes it, has had adverse consequences. All too often the response to periodic economic crises has been a cut in military capabilities without any review of existing commitments. Even the current attempt to preserve the balanced forces of the three armed services and a strategic nuclear force has required a determination of some conventional equipment programmes and a decline in the number of component units. Yet Lider errs in claiming that the alternatives have never been proposed nor examined. David Greenwood has repeatedly argued in favour of a different balance of forces and a reordering of Britain's defence priorities, while others have considered the conventional alternative to Trident and some have found it wanting.

British scholars have also been the forefront of research on Soviet military capabilities and organization. Lider reaches a contrary conclusion only by ignoring the works of John Brickston, David Holloway, Peter Vigor, Christopher Donnelly and Charles Dick. Similarly British writers, such as John Baynes and Adam Roberts, have written about civil-military relations in this country, and the role of the army in contemporary society, albeit without depicting the service as an instrument

of a governing elite. In the study of terrorism - a field completely omitted by Lider - British scholars including Paul Wilkinson and Richard Clutterbuck have written impressively about its theoretical and practical aspects.

If Lider is possibly too extreme in some of his criticisms, he is probably too tepid in others. When he berates military writers for failing to devise long-range proposals which could serve as a basis for reordering official policy, this begs the question about whether policy-makers are likely to heed such advice. Lider might have profitably considered the impact, or lack of it, of civilian analysts upon British policy-making and, indeed, of the challenges recent conventional thinking posed by the revival of the Campaign for Nuclear Disarmament. Arguably British military writers may have failed by writing too much for their own specialist audience, and so missing an opportunity of informing the wider community of their views, arguments, and sense of "political realism".

E. M. Spiers

Dr Spiers is defence lecturer in the school of history at the University of Leeds.

BOOKS

Making sense

The Cognitive Computer: on language, learning and artificial intelligence by Roger C. Schank, with Peter G. Childers
Addison-Wesley, \$17.95
(UK rights not yet sold)
ISBN 0 201 06443 X

The message of this book by Roger Schank, a leading researcher in artificial intelligence (AI) at Yale University, is about the importance of AI for the development of computer-based technology, with a secondary message about the importance of AI for the development of psychological theory. As AI is presented as a public issue, the book is written for those who might be called the computer literati. It is very readable and contains the minimum of jargon. For those with an uneasy feeling that AI might be important, but who also have very little idea what it is, Schank provides a comforting introduction to one application - that of language comprehension. It is comforting because of an assumption that if there is currently something difficult about interacting with computers, then it is the computers which will have to change rather than us having to

learn how to overcome individual difficulties. The message here is "don't panic" - for those humans who do not easily communicate in basic already computer languages will have to be developed which understand the languages with which we are happy.

Schank is very keen on analogies - already demonstrated in his 1983 book *Learning and Learning in computers and people*. Understanding often takes the form of reframing a current event in terms of a previous experience, and this principle is applied to the current state of information technology. When cars first appeared, each driver had to be his own mechanic, but design refinements have resulted in modifications to the extent that very sophisticated mechanical systems can now be operated with the minimum of expertise. And so it will be with computers. Their languages will increasingly match natural language, and they will respond to instructions with the same flexibility that humans have. (This flexibility will also mean that commands will not have to take a precise form and that a knowledge base will have to be accessed via a number of different routes.) For the time being, therefore, we can forget about million pound initiatives to solve problems on automated speech processing, (essentially a pattern recognition problem), because the real problem is in designing machines which can understand natural language (with its complex syntax, parsing, and so on).

Schank's enthusiasm for the importance of AI is presented within the framework of developing a machine which can understand, and much of

this concerns what it means to say that someone or something can understand what it is being told. However, if understanding is measured by the appropriateness of the response, then my car's starter motor can be said to understand the turning of the ignition key; this approach would not get us very far. In the same way, computers which play chess may be said to be mimics of behaviour only by programmed rule-following. Schank's reply to this is that humans are also programmed rule-followers and that the intelligence which underlies understanding should be demonstrated by criteria which assess the acceptability of paraphrases and conclusions derived on the basis of previous experiences.

Existing programs meet these criteria with varying success. The earliest of them could at best be said to be able to "make sense" of sentences presented to them. However, although these programs can summarize news stories and provide reasonable translations, they operate within very restricted domains of knowledge. Improved programs could demonstrate "cognitive understanding", in that they could form conclusions about the causes of events described, make comparisons between old and current events, and explain why they come to particular conclusions. They learn as a result of new experiences and cannot have the same reaction when coming across the same statement a second time. These are the characteristics of human understanding outlined in *Dynamic Memory*; and the reliance on human behaviour in program evaluation is an important part of Schank's approach. The concern in his labora-

tory is not so much to generate programs which happen to work, but to use cognitive psychology to provide benchmarks.

The final benchmark, unattainable by any program, is characterized as "complete empathy" - understanding a statement about events by reference to another bystander. This criterion requires that the understander has similar feelings and goals as the person producing the statement and can appreciate a situation to the extent of relating it to its own experiences. Only people can have "complete empathy" because machines do not have the experiences, feelings and goals that we have. The distinctions between these three categories of understanding are by no means clear-cut and the limitation on total understanding is not worked through. If humans are to be seen as machines which store experiences, update their knowledge base, and view the world in the context of a personal goal-stack, as Schank suggests, then in principle it should be as easy to program a machine to show "complete empathy" as it is with humans.

Some would argue, John Searle among them, that computers cannot be said to understand at all, but there is no discussion on this controversial question. One reply, to the position that computers deal in binary codes rather than meanings, is that human brains similarly deal in neurophysiological codes. Understanding comes through reference; and if artificial intelligences can represent events as codes, as natural intelligences do, then they can be said to understand in similar ways. It would have been

interesting to have Schank's side of the issues raised in Searle's recent *Reluctant Lectures*, given the amount of general interest which they provoked.

The importance of classroom computers is given some emphasis, Schank seeing their motivating powers as a solution to problems of passive apathy and de-individualized instruction. Video-games are fun, of course, and they can be modified to give a motivating structure for learning exercises, but the possibility of changing modes of thought is not considered. Computers may not just help us to do what we are currently doing without them, but may produce a generation of children who think qualitatively differently. However, there is remarkably little here about programming languages, such as Logo, which are more likely, because of their structure, to inculcate new ways of thinking.

This is an intensely personal view of the state of the art, which makes it all the more curious why it was necessary to use a ghost-writer, unless this is the latest in status symbols for academic superstars.

Geoffrey Underwood

Geoffrey Underwood is lecturer in cognitive psychology at the University of Nottingham.

A selection of articles based on an international conference on psychology and the arts has been edited by W. R. Crozier and A. J. Chapman and published as *Cognitive Processes in the Perception of Art* by North-Holland at Dfl. 135.00.

BOOKS

Pope's political sub-text

Alexander Pope by Laura Brown
Blackwell, £12.50 and £3.95
ISBN 0 631 13502 2 and 13503 0
Pope's *Dunciad* and the Queen of Night: a study in emotional Jacobitism by Douglas Brooks-Davies
Manchester University Press, £19.50
ISBN 0 7190 1735 1

Judging by the steadily swelling tide of recent critical studies, Pope seems to be enjoying a new surge of popularity. These two books offer contrasting interpretations of his poetry, both of which might at first appear idiosyncratic or even perverse.

Laura Brown's *Alexander Pope* in the Egleston series "Re-Reading Literature" is an explicitly ideological attempt to reverse our conventional notions of "Augustan" values. Brown presents Pope's poetry as a series of hymns to consumer fetishism, peacocks in praise of the new spirit of capitalist expansionism. In Brown's view the "various offerings of the world" which cluster on Belinda's dressing-table in *The Rape of the Lock*, including "puffs, powders, patches, bibles, billet-doux" read like a merchant's catalogue from the East India Company. *Windsor Forest*, she argues, explicitly celebrates the expanded trading monopolies. "The pastoral Eden of *Windsor* is a commodified vision of the English state". Pope's poem, she goes on, "encodes the aesthetic of imperialism".

Despite the repetitive jargon of her style, there are several perceptive points in her detailed analysis of these two poems. What is more disturbing is her refusal to acknowledge a fundamental shift in Pope's political attitudes after the Hanoverian succession. When confronted with an explicitly anti-capitalist poem, such as the *Epistle to Bathurst*, Ms Brown prefers to ignore what the poem says and concentrate instead on what she claims it means. Time and again she uses formulations which condemn Pope's understanding of his own poetry, arguing that the catalogues and commodities presented in his works offer "an historical insight... beyond the conscious perception of their author".

In her view all of Pope's rhetorical devices, but particularly his irony, are merely forms of mystification which veil, but cannot hide, his fascination with the monetary values he condemns. His classical allusions and urbane metaphors are all merely used to decorate and dignify a fundamental commodity fetishism. Even the Man of Ross, Pope's model of Horatian retirement and paternalist self-sufficiency becomes, without Pope realizing it, an exemplary entrepreneur: "Almost incidentally, it seems, Pope makes his main exemplar of traditional rigoristic morality also a representative of the concrete work of capitalist prosperity". For Ms Brown a noun is always a commodity; two nouns represent a mercantile list; three nouns constitute an imperialist catalogue. The book does focus on some interesting ambiguities in Pope's attitudes to money and raises some useful questions about his presentation of the relationship between private vices and public benefits. But there is a depressing tendency throughout to ignore ironies and dismiss imagination in order to reduce Pope's entire output to a series of "structurally homologous fetishizations of a commodified society".

Douglas Brooks-Davies is equally keen to reveal a hidden political sub-text in Pope's poetry; but in his view Pope's secret sympathies are not for capitalism but for Jacobitism. Interestingly, both Brown and Brooks-Davies pick on the same passage in *Windsor Forest* as a key text to support their case. For me the Balm shall bleed, and The Coral reddens, and the Ruby glow, The Pearly Shell its lucid Globe unfold, And Phoenix warm the ripening Ore to Gold. (393-6)

"These are commodity catalogues"

Diana Deutsch

Diana Deutsch is professor of psychology at the University of California, San Diego, and editor of the journal *Music Perception*.

declares Ms Brown. On the contrary, argues Brooks-Davies, these lines offer an alchemical code which reveals "the mystical depths of Pope's commitment to Anne and the Stuart cause". According to him, the *Dunciad* is "an alchemical cryptogram" which encodes Pope's "mystical hope for a king who can indeed restore the golden age". This is just one of a number of subtle and erudite arguments through which he seeks to establish the "emotional Jacobitism" of that poem.

Brooks-Davies is a first-rate literary detective, and he presents his case with the enthusiasm of an adept, unravelling mysteries and deciphering codes. He offers fascinating evidence of the influence on the *Dunciad* of the myths of Isis and the Eleusinian mysteries. He suggests subtle patterns of juxtapositions as biblical (and bibliographical) Jacobs are interwoven with the historical Jacobus (James); or as Astraea (the virgin-goddess) is transformed into Ostrea (an oyster-venter). Yet though each chapter of the book contains intriguing and valuable analytical material, the general political theme remains, to me at least, unconvincing. The argument that Pope attacks the "stranger kings" William III, George I and George II is well made; but this falls short of providing positive evidence of Jacobite sympathies. What this book does establish however, is that the allusive reach of Pope's poetry is almost infinite. We have long recognized the influences of Virgil and Milton on Pope's masterpiece; it is a fascinating suggestion that Heate and Hermes Trismegistus may also provide models for Pope's Cloud-compelling Queen.

David Nokes

David Nokes is lecturer in English at King's College London.

A sense of trouble

English Poetry of the Seventeenth Century

by George Parfitt
Longman, £13.95 and £5.95
ISBN 0 582 49233 5 and 49232 7

George Parfitt's contribution to the new Longman literature series follows the rewarding trend of reading the poetry of the 17th century in close conjunction with the history and politics of the time. This approach avoids the usual dislocation of the century into pre and post-Restoration periods by showing how virtually all the genres of poetry respond in some measure to the social and political tensions of the age.

All the lines in this book lead to and from the Civil War, a consciousness of stress in the social system and discord in the body politic is detected in poetry from the beginning of James's reign until the war breaks out, and thereafter the instability of political authority accounts for strains in English verse that persist up to the Revolution of 1688. Parfitt reminds us that the publication of James's *Discourse of the Barons' Wars*, and that the theme of rebellion recurs frequently in the long poems of the century. Poets, in fact, had an ominous sense of England's troubles, for after Drayton's *Poly-Olbion* and Browne's *Britannia's Pastorals* in the 1610s, it becomes hard to find any large poems of national optimism and unity. The multiplying discontents of the twenties and thirties left their mark: Dr Parfitt effectively teaches us to recognize.

This historical approach moves the emphasis from the traditionally admired lyric verse to more public forms: to poems of occasion and of place, to poems of political circumstance. In particular, the country house poems, few though they are, attain a position of special importance here, for "place is so often covered by property, and the implications of Jonson's 'To Rehearse' as they bear on the shifting relations of court and country, and common people, are pursued down the century, although unfortunately Parfitt does not have space to explore in detail 'Upon Appleton House', where Marvell's assessment of a major public figure at a critical time shows what the



Lord Desborough (right), the best-known all-round amateur sportsman of the late 19th century, punting with his water-bailiff. The picture comes from Mark Grouard's book *The Return to Camelot: chivalry and the English gentleman* which is now published as a paperback by Yale University Press at £6.95.

Poetic insight

Peter Bell by William Wordsworth
edited by John E. Jordan
Cornell University Press, \$58.50
ISBN 0 8014 1620 5

Peter Bell was Wordsworth's best selling poem: stocks were rapidly exchanged on its publication in April 1819, and a second edition had to be printed a fortnight later.

It is not easy to see why this should have been so, except that rumours of the poem had circulated for a long time, and there must also have been curiosity about what the author of *The Excursion* and *The White Doe of Rylstone* would do next; and when it was first read, *Peter Bell* must have posed more questions than it answered. It was a throw-back to *Lyrical Ballads*: it had existed, in one manuscript form or another, ever since the spring of 1798, and it had, and has, much in common with the other poems written at that time. Its tone, spirit, and language, all have moments of surprise; so does the narrative, which is full of unexpected twists and turns. To have heard it read at Alfoxden by

Wordsworth, as Hazlitt did, must have been an odd experience, especially as "the comment made upon it by his face and voice was very different from that of some later critics".

To Wordsworth it was an extremely important poem, one which he classed among his "Poems of the Imagination". It was, and still is, peculiarly Wordsworthian; and it, as Geoffrey Hartman has put it, "imagination is consciousness of self at its highest pitch". *Peter Bell* reveals a good deal of Wordsworth's poetic self at the time of writing it. It is surprising, daring, full of unexpected moments and unusual twists: in its individuality it bears the unmistakable stamp of a mind that had been stimulated by Coleridge's thinking. It is confident, even headstrong.

But between 1798 and 1819, Wordsworth had lost the friendship of Coleridge and gained that of Sir George Beaumont. Sir George had one of his pictures engraved for the poem, and it was Lady Beaumont who objected to the "party in a parlour" stanza, which was taken out in 1820 and never replaced (so that most undergraduates, alas, have never seen it). In fact, as Wordsworth knew (and said), it was "one of the most imaginative in the whole piece". Its vision of the people in a room, "cramped" just as they on earth were cramped, is a piece of daring grotesquerie, Sartrean avant la lettre.

Some sipping punch, some sipping tea, But, as you by their faces see, All silent, and all damn'd! This kind of effect is characteristic of *Peter Bell*, though this is a spectacular example.

The poem's subject, the drowning of a man and the effect of this on his family, is subordinated to other concerns which fired Wordsworth's imagination more powerfully, such as the animal wisdom and loyalty of the ass, and the conversion of Peter from an unfeeling wretch to "a good and honest man". In the preface to the poem, Wordsworth said that the poem "was composed under a belief that the imagination... does not require for its exercise the intervention of supernatural agency", and that the imagination could be called forth "by incidents within the compass of poetic probability, in the humblest departments of daily life." It sounds as though Wordsworth was thinking of the poem in contrast to "The Ancient Mariner", and certainly in the same terms as Coleridge's in describing the genesis of *Lyrical Ballads* in *Biographia Literaria*. It is Wordsworth's poem of new insight and conversion.

The present edition has no fewer than seven manuscripts or part-manuscripts to deal with, which tests the procedures of the Cornell Wordsworth and its photocopying to the uttermost. The editor's sensible solution is to print MS.1, MS.2 (collated with, and supplemented by MSS.3 and 4), and MS.5 (collated with 6 and 7). Together they provide a remarkable record of the poem's progress from the originality of 1798 to the more orthodox and less inventive manner of the poet's later years.

J.R. Watson

J.R. Watson is professor of English at the University of Durham.

Time for a chat

Children's Conversation by Michael McTear
Blackwell, £25.00 and £8.95
ISBN 0 631 13984 2 and 14249 5

Compared with language acquisition, the study of children's conversation is a new field. It has emerged during the past decade, spurred by the realization that the ability to use language appropriately entails much more than linguistic skills. As conversation is a mode of interpersonal interaction, its description requires consideration of the goals of the participants, the interpretive procedures they use to make sense of their activity, the social structure of their relationship, and an account of the moment-by-moment construction of the collaborative product that is talk. The premise advanced by McTear is that conversation is a valid indicator of children's interactional competence and social development as well as of their formal linguistic abilities.

Two challenges face the investigator of conversation: first, to capture a representative sample of behaviour; and second, to disentangle the multiple levels of organization of its structure and meaning. The first task can be facilitated by the use of videotape recording, if this is done without disturbing the naturally spontaneous behaviour. Further, as conversation is a kind of social interaction, it varies with the partner, tasks and setting of interaction. Thus, the ideal sample would include a diversity of situations, but that ideal sample has not yet been collected.

McTear's solution, though only a partial one, was to videotape the interactions of his four-year-old daughter at home with her best friend. The recordings, about six hours in all, were made at four-month intervals over a period of 18 months, thus providing the raw material for a developmental analysis. The father's presence was minimally intrusive, although he occasionally joined the conversation if the children appealed for help or an authoritative decision. And, indeed, as the numerous examples cited in the book attest, the talk was easy and spontaneous, and the interactions varied from disputes, pretend and construction play, mutual remembering of events, long episodes of verbal play to just chatting about opinions and attitudes. To study the development of conversation, McTear argues that at this pre-theoretical and descriptive stage it is preferable to have a sizeable corpus of material collected over time for a few individuals than to have smaller samples taken over a brief session of a large number of children.



Australian pelicans, from *A Separate Creation: discovery of wild Australia by explorers and naturalists*, a collection of journal and diary extracts selected by Graham Pizzev (Groom Helm, £18.95).

Selecting or devising a framework for analysis is a formidable task. It depends on advances in theory and practice in discourse analysis, linguistic philosophy, social interaction, and pragmatics, which disciplines for the most part employ quite diverse technical terms, methodologies, and basic assumptions. Here McTear's solution is an eclectic one, tailored to his objective of describing the dynamics of interactive talk, not only as it evolves with each partner's successive contribution, but as it develops and matures over time. In the process of setting forth the framework and terms used in his analyses, he provides a clear account of the several approaches that have influenced the study of conversation and language use.

The core of his book, and perhaps the part that will be of most interest to specialists in the field, are the four chapters that describe the two children's developing skills and strategies in dealing with the problems that face any practicing conversationalist. These are the problems of initiating conversational exchanges, of formulating an effective request and of responding to a request or re-request in case of failure; of making a relevant next contribution (or of maintaining a conversation); of managing the apportionment of turns at talking; and of repairing any failures in hearing, understanding, or appropriate participation. A developmental trend towards more flexibility in the use of a growing number of options that the language presents for the solution of

such recurring problems. Thus, for example, in sequences devoted to the negotiation of a request, simple repetitions of an (unsuccessful) attempt are gradually replaced by messages that provide justification for the request or propose a compromise. In each of these chapters McTear shows that the form and function of any response depends on its placement in the unfolding sequence of interaction and that participants continuously adapt to the changing focus and direction of one another's contributions.

Surrounding these chapters and providing a more extensive view of conversational development are chapters that review studies on pre-verbal communication, on aspects of later conversational development (including language learning), and on disorders of conversation and the use of conversational analysis in speech therapy and clinical practice. Although these sections are necessarily highly selective in their coverage, they should be informative to the general reader.

This book provides a valuable introduction to this relatively new area and clearly illustrates the insights and practical implications that emerge from the detailed examination of conversational activity.

Catherine Garvey

Catherine Garvey is professor of psychology at the University of Maine, Orono, and author of "Children's Talk" (Routledge, 1984).

Striking the right note

The Musical Mind: the cognitive psychology of music by John A. Sloboda
Clarendon Press: Oxford University Press, £20.00
ISBN 0 19 521146 6

Despite a long and distinguished history of speculation concerning music (such notable thinkers as Galileo, Descartes and Newton all wrote treatises on the subject), it is only during the past few years that the empirical study of music has come into its own. Earlier, lacking the capabilities provided by present-day computers, it was prohibitively difficult to generate sound patterns that were sufficiently elaborate to address musical issues yet sufficiently precise for rigorous experimental investigation. Now that these technological difficulties have been overcome, we are witnessing an explosion of interest in the field.

In *The Musical Mind*, Sloboda succeeds well in conveying to the non-specialist many of the major findings and theoretical advances in this new discipline. He covers work on the attentional processes involved in listening to music, memory mechanisms, the ways in which the listener groups musical sounds into configurations, and the ways in which he creates structured patterns of pitches and durations. In addition, the author summarizes work on musical performance, including his own interesting series of experiments on sight-reading, and reviews studies on the development of musical understanding in children.

Sloboda's discussions of the literature are careful and evaluative. It is to his credit, for example, that he criticizes as simplistic the widely held belief that, whereas speech is represented in the left or dominant hemisphere of the brain in most people, music is represented in the right, or non-dominant, hemisphere. This belief, which became popular among experimentalists about 20 years ago, has since spread to secondary sources, leading some music educators to search for ways of "educating the right side of the brain"; but this is not justified given the facts before us today.

In addition to reviewing the experimental literature, the author frequently steps outside the confines of the laboratory to advance "best guesses" concerning general questions about music to which no firm answers can yet be provided. Although the reader may not agree with all of these "best guesses", they are always

thoughtful and carefully considered. One issue that Sloboda addresses, for example, concerns the cognitive characteristics that distinguish a musician of genius from one who possesses an ordinary talent. What, for example, enabled the young Mozart, denied access to Allegri's *Miserere*, to write out the score from memory after only two listenings? Sloboda concludes:

"The 'ordinary' listener is probably aware only of the musical 'foreground', noticing small patterns which are made up from a few individual notes. The Mozart of the world probably shares this level of representation, but will override it with higher-order grouping processes which form single 'background' units from groups of 'foreground' units. The same process could be repeated on the new units to form even larger units, building up a hierarchical schema which could span a piece of music lasting several minutes."

Later in the book, Sloboda explains in detail the form that this type of structural representation is likely to take, given recent experimental findings and associated theoretical developments.

In the same spirit, an entire chapter is devoted to an examination of the processes of composition and improvisation, an issue concerning which very little laboratory evidence is available. Here the author asks: how does an initial idea come to a composer and how does he set about transforming and elaborating on this idea to produce the final product? In considering these issues, he draws on his own intuitions as a practising musician and also examines sketch studies of works by such composers as Beethoven, Mozart and Stravinsky.

Other questions Sloboda addresses are of particular interest to the practising musician: what, for example, are the most effective methods of rehearsal; and how well does rehearsal of one piece generalize to another? He also discusses various tests of musical ability that are currently in use in what situations, and how they are most usefully employed; and what are their problems and limitations?

Altogether, I can highly recommend the book as a thoughtful, imaginative and provocative introduction to the subject. The non-specialist reader with a general interest in music will find much that is informative and entertaining. The student who wishes to use the field in depth will find many useful references to, and good critical appraisals of, source materials. Finally, the performing musician will find informative discussions of issues of practical interest.

Diana Deutsch

Diana Deutsch is professor of psychology at the University of California, San Diego, and editor of the journal *Music Perception*.

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Graham Parry is lecturer in English at the University of York.

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University of Queensland Australia

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Application forms and further particulars relating to this post may be obtained from:

Establishment Officer,
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Closing date: 18 October 1985.

S.A. Rayner, Registrar,
University of Queensland, St Lucia, Queensland, Australia 4067.

The University of Queensland is an equal opportunity employer

Universities continued

AUSTRALIA

Applications are invited for the following posts for which applications close on the dates shown, 5.10.85 (unless otherwise stated) are as follows:

Professor \$A54,948;
Associate Professor \$A42,514-\$A55,005; Senior Lecturer \$A35,203-\$A44,128; Lecturer \$A28,218-\$A37,497; Principal Tutor \$A20,236-\$A30,000. Further details and application procedures may be obtained from The Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF. Unsuccessful applicants are invited direct to the University. Equality of opportunity is University policy.

THE UNIVERSITY OF MELBOURNE LECTURER (CONTINUUM) (ARCHAEOLOGY)

Department of Middle Eastern Studies
The position involves participation in the archaeological excavations of the site of Tel Hadya, near Hama, Syria. The successful applicant will be expected to contribute to the research in the field of Archaeology, and to be available for discussion in the Department of Middle Eastern Studies, University of Melbourne, Parkville, Victoria 3052.

Salary scale:
£14,825 - £29,650 p.a.

Further particulars and application forms may be obtained from the Registrar, University of Melbourne, Parkville, Victoria 3052.

Closing date: 18 October 1985.

S.A. Rayner, Registrar,
University of Queensland, St Lucia, Queensland, Australia 4067.

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Closing date: 18 October 1985.

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Closing date: 18 October 1985.

Universities continued

University of Ulster
RESEARCH AND TEACHING
OPPORTUNITIES IN
COMPUTING SCIENCE

The continuing expansion of Computing Science and its related disciplines has resulted in a sustained increase in demand for courses at all levels and has prompted a broad range of research and teaching opportunities. The Department of Computing Science is a large and well-established department at the University of Ulster. It has been playing a leading part in this field for over a decade. Undertaking of the Department's work, with much of its research programme undertaken by external funding agencies, has led to the emergence of opportunities for further high calibre computing scientists to provide additional leadership in both research and teaching.

Applications are invited for the following post in the Department of Computing Science:

SENIOR LECTURESHIP at Coleraine
Ref: C85/194

This post has been created to provide additional leadership in and to coordinate further the Department's research activities on this campus. Applicants should therefore have an established research reputation, preferably in the field of software engineering or information systems.

**LECTURESHIPS at Magee College,
Jordanstown and Coleraine**
Ref: C85/195

The University is committed to major expansion at Magee College and seeks to recruit four Lecturers at this campus. In addition, opportunities exist at Jordanstown and Coleraine.

The successful candidates will work in the following subject areas: Systems Analysis and System Design, Database Systems and Information Retrieval, Computer Architecture, Programming Language and Operating Systems, and Expert Systems. Applicants should either have a degree, and preferably a higher degree, in Computer Science or a related discipline, or a professional qualification in computing and should have suitable postgraduate or industrial experience.

Salary Scales:
Senior Lecturer £14,125-£17,700 (under review)
Lecturer £7,520-£11,925 (1)

Further particulars are available from the Staffing Office, University of Ulster at Coleraine, Cromore Road, Coleraine, Co. Londonderry BT52 1SA. Telephone Coleraine 0282-4141, Ext. 2250 to whom applications, including a full curriculum vitae and the names and addresses of three referees, should be sent not later than 20 September 1985.

UMIST

Corrosion and Protection Centre
LECTURESHIP IN CORROSION SCIENCE AND ENGINEERING

Applications are invited for a Lectureship in Corrosion Science and Engineering in the UMIST Corrosion and Protection Centre. The post will involve research in a relevant area and teaching at undergraduate and postgraduate levels. Candidates should have a good undergraduate degree and an appropriate postgraduate qualification; some postgraduate and/or industrial experience would also normally be expected.

The successful applicant will probably have a background in physics, chemistry or engineering, but high quality candidates from other disciplines, for example metallurgy and materials, will also be considered. Preference will be given to candidates with research interests and expertise in one of the following areas:

- (1) Characterization of thin films and interfaces that are important to corrosion control and durability of electronic materials.
- (2) Heat and mass transfer aspects of corrosion and fouling, design for corrosion control and mathematical/computer modelling of corrosion processes.

Commencing salary will be within the scale £7,520-£14,925 p.a. (under review). Starting date by arrangement.

Informal enquiries may be made to Dr. R. P. M. Procter, Head of the Corrosion and Protection Centre, by letter to the Staffing Office (081) 238-3311 ext. 2013. Requests for application forms and further particulars, quoting reference CPC/119, should be sent to the Establishment Section, Registrar's Department, UMIST, P.O. Box 88, Manchester M60 1QD. The closing date is 20 September 1985.

University of Hong Kong

LECTURERS IN
MANAGEMENT
STUDIES

Applications are invited for Lectureships in the Department of Management Studies. Applicants should possess appropriate qualifications in either (a) operations research and production management, with some years of industrial or managerial experience, or (b) computer science, with knowledge of recent developments in the field of computer science and its applications. In the latter case, the applicant should have a strong research background in the area of computer science, with teaching and/or professional experience.

Annual salary (superannuation) is on an 11-point scale, HK\$16,900 - HK\$24,900, sterling equivalent as at August 1985, £14,910 - £22,910. Starting salary will depend on qualifications and experience. At current rates, salaries will not exceed 17% of previous salary. Housing benefits at a rental of 10% of salary, children's education allowances, leave, and medical benefits are provided.

Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF, or from the University of Hong Kong, Secretary's Office, University of Hong Kong, Hong Kong.

University of Hong Kong

LECTURER
IN ELECTRICAL
ENGINEERING

Applications are invited for a Lectureship in the Department of Electrical Engineering. Applicants should possess appropriate qualifications in either (a) electrical engineering, with some years of industrial or managerial experience, or (b) computer science, with knowledge of recent developments in the field of computer science and its applications. In the latter case, the applicant should have a strong research background in the area of computer science, with teaching and/or professional experience.

Annual salary (superannuation) is on an 11-point scale, HK\$16,900 - HK\$24,900, sterling equivalent as at August 1985, £14,910 - £22,910. Starting salary will depend on qualifications and experience. At current rates, salaries will not exceed 17% of previous salary. Housing benefits at a rental of 10% of salary, children's education allowances, leave, and medical benefits are provided.

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University of Bradford

LECTURESHIP IN
MECHANICAL ENGINEERING/
COMPUTER AIDED DESIGN

The person appointed will be required to teach at postgraduate level in the Department of Mechanical Engineering. The successful candidate will be responsible for the design and development of computer aided design systems, and will be required to teach at postgraduate level in the Department of Mechanical Engineering. The successful candidate will be responsible for the design and development of computer aided design systems, and will be required to teach at postgraduate level in the Department of Mechanical Engineering.

University of Bradford

MANAGEMENT CENTRE
LECTURESHIP
IN MARKETING

The Lecturer will join a well established Marketing Group teaching at Honours degree, full-time and part-time MBA and postgraduate levels. Good knowledge of the marketing process, and a professional qualification in marketing and should have suitable postgraduate or industrial experience.

University of Bradford

MODERN LANGUAGES CENTRE
LECTURESHIP IN
MODERN LANGUAGES

Applications are invited from suitably qualified persons for a Lectureship in Modern Languages. The successful candidate will be responsible for the teaching of modern languages at postgraduate level in the Department of Modern Languages.

The Australian National University

National University
Applications are invited from suitably qualified persons for a Lectureship in the Department of Mathematics. The successful candidate will be responsible for the teaching of mathematics at postgraduate level in the Department of Mathematics.
LECTURER (TWO
POSITIONS)

One renewable and one fixed-term appointment are available. The primary responsibilities of the successful candidates will be to teach and supervise research in the field of mathematics. The successful candidates will be responsible for the teaching of mathematics at postgraduate level in the Department of Mathematics.

University of Hong Kong

LECTURER
IN ELECTRICAL
ENGINEERING

Applications are invited for a Lectureship in the Department of Electrical Engineering. Applicants should possess appropriate qualifications in either (a) electrical engineering, with some years of industrial or managerial experience, or (b) computer science, with knowledge of recent developments in the field of computer science and its applications. In the latter case, the applicant should have a strong research background in the area of computer science, with teaching and/or professional experience.

Annual salary (superannuation) is on an 11-point scale, HK\$16,900 - HK\$24,900, sterling equivalent as at August 1985, £14,910 - £22,910. Starting salary will depend on qualifications and experience. At current rates, salaries will not exceed 17% of previous salary. Housing benefits at a rental of 10% of salary, children's education allowances, leave, and medical benefits are provided.

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PLEASE MENTION
THE T.H.E.S.
WHEN REPLYING
TO
ADVERTISEMENTS

University of Bradford

LECTURESHIP IN
ENGINEERING

Applications are invited from suitably qualified persons for a Lectureship in Engineering. The successful candidate will be responsible for the teaching of engineering at postgraduate level in the Department of Engineering.

University of Bradford

MODERN LANGUAGES CENTRE
LECTURESHIP IN
MODERN LANGUAGES

Applications are invited from suitably qualified persons for a Lectureship in Modern Languages. The successful candidate will be responsible for the teaching of modern languages at postgraduate level in the Department of Modern Languages.

The Australian National University

National University
Applications are invited from suitably qualified persons for a Lectureship in the Department of Mathematics. The successful candidate will be responsible for the teaching of mathematics at postgraduate level in the Department of Mathematics.

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University of Hong Kong

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IN ELECTRICAL
ENGINEERING

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University of Hong Kong

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IN ELECTRICAL
ENGINEERING

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Annual salary (superannuation) is on an 11-point scale, HK\$16,900 - HK\$24,900, sterling equivalent as at August 1985, £14,910 - £22,910. Starting salary will depend on qualifications and experience. At current rates, salaries will not exceed 17% of previous salary. Housing benefits at a rental of 10% of salary, children's education allowances, leave, and medical benefits are provided.

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The University of Melbourne
RESEARCH FELLOW
GRADE 1 OR 2
(EXTENSIBLE
TENURE)
(READVISED)
IN COLLOID &
SURFACE SCIENCE

Applications are invited for a postdoctoral research fellow in the Department of Physical Chemistry. The successful candidate will be responsible for research in the field of colloid and surface science. The successful candidate will be responsible for research in the field of colloid and surface science.

Applications are invited for a postdoctoral research fellow in the Department of Physical Chemistry. The successful candidate will be responsible for research in the field of colloid and surface science. The successful candidate will be responsible for research in the field of colloid and surface science.

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Heriot-Watt University

Department of Mathematics
TEMPORARY
LECTURESHIPS

Applications are invited for temporary lectureships in the Department of Mathematics. The successful candidates will be responsible for the teaching of mathematics at postgraduate level in the Department of Mathematics.

Goldsmiths' College

University of London
(0.5) LECTURER
IN BIOLOGICAL
CHEMISTRY

Applications are invited for a Lectureship in Biological Chemistry. The successful candidate will be responsible for the teaching of biological chemistry at postgraduate level in the Department of Biological Chemistry.

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Universities continued

The University of Papua New Guinea
Port Moresby
SENIOR TUTOR/
LECTURER
IN DEPARTMENT OF
ANTHROPOLOGY
& SOCIOLOGY
(P01009/85)

The Social Work programme of the Department of Anthropology and Sociology is seeking a Senior Tutor/Lecturer for a post in the Department of Anthropology and Sociology.

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King's College London

University of London
Centre for Educational
Studies
LECTURER
IN MATHEMATICS
EDUCATION

Applications are invited for a Lectureship in the Centre for Educational Studies. The successful candidate will be responsible for the teaching of mathematics education at postgraduate level in the Centre for Educational Studies.

Lincoln College

(University College
of Agriculture)
New Zealand
DIRECTOR
Centre for Computing and
Biometrics

Applications are invited for a Directorship in the Centre for Computing and Biometrics. The successful candidate will be responsible for the management of the Centre for Computing and Biometrics.

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The University of Sheffield
Department of Electronic
and Electrical Engineering
SENIOR
EXPERIMENTAL
OFFICER FOR THE
MICROPROCESSOR
UNIT

We are looking for an energetic and experienced person to design and develop microprocessor systems. The successful candidate will be responsible for the design and development of microprocessor systems.

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University of Hong Kong

Department of History
The following posts:
LECTURER
IN HISTORY

Applications are invited for a Lectureship in the Department of History. The successful candidate will be responsible for the teaching of history at postgraduate level in the Department of History.

University of Hong Kong

Department of History
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The University of Wales
Aberystwyth
DEPARTMENT OF
COMPUTER SCIENCE
Applications are invited for a
postgraduate research fellow

The Department of Computer Science is seeking a postgraduate research fellow to work on a project in the field of computer science. The successful candidate will be responsible for the research project.

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University of Hong Kong

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Ashmolean Museum
and British Academy
DATA-MANAGER
FOR THE
ASHMOLEAN
MUSEUM AND
ACADEMY
PROJECTS IN
OXFORD
(5 year, non renewable
appointment).

The Ashmolean Museum and the British Academy are seeking a Data-Manager for the Ashmolean Museum and Academy Projects in Oxford. The successful candidate will be responsible for the management of the data for the Ashmolean Museum and Academy Projects.

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University of Bath

School of Mathematics
HEBRON AND
MEDLOCK
PROFESSOR IN
INFORMATION
TECHNOLOGY

The University of Bath is seeking a Professor in Information Technology. The successful candidate will be responsible for the management of the School of Mathematics.

University of Bath

School of Mathematics
HEBRON AND
MEDLOCK
PROFESSOR IN
INFORMATION
TECHNOLOGY

The University of Bath is seeking a Professor in Information Technology. The successful candidate will be responsible for the management of the School of Mathematics.

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University of Botswana
PROFESSOR OF
CHEMISTRY

The University of Botswana is seeking a Professor of Chemistry. The successful candidate will be responsible for the management of the Department of Chemistry.

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Universities continued

The University of Lancaster

Centre for the study of Management Learning

RESEARCH IN COMPUTER BASED LEARNING

A research project aimed at developing new applications of computer based learning in business and industry. Areas of research include: the design of instructional materials, the development of computer based learning systems, and the evaluation of computer based learning systems.

The project is supported by 10 major organisations, and the research team is made up of 10 researchers. The project is aimed at developing new applications of computer based learning in business and industry. Areas of research include: the design of instructional materials, the development of computer based learning systems, and the evaluation of computer based learning systems.

Salary on the Research Scale £17,500 - £12,150 (under review)

Further particulars and application forms available from the University of Lancaster, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151731) H1

University of Keele

Department of Computer Science

COMPUTING ASSISTANT

Computer Science students of degree with comparable professional qualifications are invited to apply for a computing assistant position. The successful candidate will be responsible for the maintenance and operation of the department's computer system.

Salary on the Research Scale £17,500 - £12,150 (under review)

Further particulars and application forms available from the University of Keele, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151732) H1

University of Hong Kong

Department of Fine Arts

LECTURER IN FINE ARTS

Applications are invited for a Lecturer in Fine Arts. The successful candidate will be responsible for the teaching and supervision of students in the department of Fine Arts. The candidate should have a degree in Fine Arts and a minimum of five years' experience in teaching.

Annual salary (superannuation included) is on a 13-point scale: HK\$150,000 - HK\$250,000. Further particulars and application forms available from the University of Hong Kong, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151733) H1

University of Manchester

Department of Music

TEMPORARY LECTURER IN MUSIC

Applications are invited for a temporary lecturer in music. The successful candidate will be responsible for the teaching and supervision of students in the department of Music. The candidate should have a degree in Music and a minimum of five years' experience in teaching.

Initial salary will be at the rate of £7,500 p.a.

Application form (returnable by post) and further details from the University of Manchester, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151734) H1

Holidays and Accommodation

BRISCOLL HOUSE HOTEL, 200 Westgate Road, London W11 1AB. Tel: 011 703 4175. (151735) H2

Murray University

Palmerston North, New Zealand

LECTURER IN CELL BIOLOGY

Department of Microbiology and Immunology

Applications are invited for a Lecturer in Cell Biology. The successful candidate will be responsible for the teaching and supervision of students in the department of Microbiology and Immunology. The candidate should have a degree in Cell Biology and a minimum of five years' experience in teaching.

Further details and application forms available from the University of Murray, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151736) H1

Further details and application forms available from the University of Murray, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151737) H1

University of St Andrews

Department of Computer Science

TEMPORARY LECTURER

Applications are invited for a temporary lecturer in computer science. The successful candidate will be responsible for the teaching and supervision of students in the department of Computer Science. The candidate should have a degree in Computer Science and a minimum of five years' experience in teaching.

Further details and application forms available from the University of St Andrews, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151738) H1

Further details and application forms available from the University of St Andrews, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151739) H1

Birkbeck College (University of London)

Department of Applied Linguistics

LECTURERSHIP IN APPLIED LINGUISTICS

Applications are invited for a Lectureship in Applied Linguistics. The successful candidate will be responsible for the teaching and supervision of students in the department of Applied Linguistics. The candidate should have a degree in Applied Linguistics and a minimum of five years' experience in teaching.

Further details and application forms available from the University of London, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151740) H1

Further details and application forms available from the University of London, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151741) H1

Oxford University

St Edmund Hall

AN OFFICIAL FELLOW AND TUTOR IN ENGLISH

Applications are invited for an Official Fellow and Tutor in English. The successful candidate will be responsible for the teaching and supervision of students in the department of English. The candidate should have a degree in English and a minimum of five years' experience in teaching.

Further details and application forms available from the University of Oxford, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151742) H1

Further details and application forms available from the University of Oxford, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151743) H1

University of Hull

Department of Library Studies

DEPUTY LIBRARIAN

Applications are invited for a Deputy Librarian. The successful candidate will be responsible for the teaching and supervision of students in the department of Library Studies. The candidate should have a degree in Library Studies and a minimum of five years' experience in teaching.

Further details and application forms available from the University of Hull, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151744) H1

Fellowships

THE BRITISH ACADEMY

Post-doctoral Fellowships in Japan

The Japan Society for the Promotion of Science (JSPS) is offering up to three Post-doctoral Fellowships in Japan for periods of between 12 and 24 months in all branches of the humanities and social sciences except Japanese studies. The awards include: return air fares, generous monthly subsistence, domestic travel allowance; medical and accident insurance; language tuition if required.

Closing dates: the end of September, December, February and April. Successful applicants may not expect to travel to Japan until at least six months after each closing date.

Applications should relate to original research to be conducted in Universities and research institutions in Japan recognised by the JSPS. Candidates should have close links with senior Japanese scholars and their departments; the research proposed should be of interest to both sides. The work may be conducted in English but a knowledge of Japanese would be helpful. Consideration cannot be given to funding research directed towards obtaining an academic or professional qualification.

Further details and application forms may be obtained from: The Secretary, The British Academy, 20-21 Cornhill Terrace, London NW1 4QP. Tel: 01-487 5566. (151745) H1

ALL SOULS COLLEGE

RESEARCH FELLOWSHIP

All Souls College intends to make elections to two Research Fellowships in the course of the academic year 1985-86.

The Research Fellowships are open to men and women who work in the following fields of study: Law, History, Philosophy, Politics, Economics, English Language and Literature, Classical Studies, Mathematics. The College would not normally elect to a Research Fellowship any person who will have reached the age of 40 on 1st March 1986.

The Research Fellowships will be tenable for a period of seven years in the first instance, and may be extended for a further period of not more than three years. On the expiry of the Research Fellowship, a Research Fellow who produces evidence of satisfactory achievement may apply to be considered for election to a Senior Research Fellowship.

Further particulars, including details of stipend and terms of appointment, and application forms, may be obtained from the Warden's Secretary, All Souls College, Oxford. Applications, on the application form, must reach the Warden not later than 19th October 1985. (The envelope containing the application should be marked "Research Fellowship"). Applicants must ensure that references, from not more than three referees, also reach the Warden by 19th October 1985. (151746) H1

The Australian National University

Humanities Research Centre

VISTING FELLOWSHIPS

Applications are invited for Visting Fellowships in the Humanities Research Centre. The successful candidate will be responsible for the teaching and supervision of students in the department of Humanities. The candidate should have a degree in Humanities and a minimum of five years' experience in teaching.

Further details and application forms available from the University of Australia, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151747) H1

Kennedy Scholarships

1986 AND THE LORD HARLEIGH AWARD

Up to twelve Kennedy Scholarships and The Lord Harleigh Award are offered for postgraduate study in the academic year 1986-87 at Harvard University and the Kennedy School of Government. The successful candidate will be responsible for the teaching and supervision of students in the department of Kennedy School of Government. The candidate should have a degree in Kennedy School of Government and a minimum of five years' experience in teaching.

Further details and application forms available from the University of Kennedy School of Government, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151748) H1

Polytechnics continued

OXFORD POLYTECHNIC

Department of Biology

Temporary Lecturer II Senior Lecturer in Biochemistry

Applications are invited for a one year temporary post, which may be renewable annually for a maximum of two further years, and is available from 1st September 1985. The appointee will be expected to teach biochemistry, particularly metabolic and analytical aspects, to Honours Degree and HNC students and to collaborate in one of the existing research activities of the department.

Salary range £7,548 - £14,061 (under review)

Further particulars and application forms may be obtained from the Staffing Office, Oxford Polytechnic, 152A D. University Road, Lancaster LA1 4YW. Applications should be sent to the Director of the project, Dr. J. H. D. Jones, 152A D. University Road, Lancaster LA1 4YW. Closing date 26 September 1985. (151749) H1

LIVERPOOL POLYTECHNIC

Department of Electrical & Electronic Engineering

PRINCIPAL LECTURER

Information Systems Engineering

£13,095 - £16,467

The successful candidate will be expected to demonstrate subject authority in the electronic engineering aspects of two or more of the above identified components of Information Systems.

The person appointed will have a successful record of research and consultancy in topics relevant to the appointment and will undertake teaching and some departmental management duties.

Department of Combined Studies

LECTURER II/SENIOR LECTURER IN PSYCHOLOGY

£7,548 - £14,061

To teach Psychology on the B.A./B.Sc. (Honours) course

Applicants should possess a good Honours degree in Psychology, together with practical experience and a research record within the field of Occupational Psychology.

School of Librarianship and Information Studies

LECTURER II/SENIOR LECTURER (2 POSTS)

£7,548 - £14,061

The successful candidates will be required to play a major role in teaching in the field of Cataloguing and Indexing and will be expected to have a knowledge of the computer and automated information systems. Additionally, a contribution will be sought in aspects of library management.

Candidates should be graduates and chartered librarians. Informal enquiries may be made to Dr. A. Ellis - 051 207 3551 Ext. 2220.

Department of Home Economics

TEMPORARY LECTURER II/SENIOR LECTURER

£7,548 - £14,061

One-year appointment, commencing 1st October, 1985, to teach theoretical and practical aspects of management of household resources and textile studies, mainly clothing.

One-term appointment (Spring term, 1986) to teach practical and theoretical aspects of food studies and nutrition.

Department of Building & Civil Engineering

LECTURER II/CONSTRUCTION PRACTICE

£7,548 - £12,099

Graduates interested in developing construction practice in the department degree in Building.

Applicants should possess a good degree and preferably have an interest or proven record in research, industrial experience and professional status would be advantageous.

For further particulars and an application form contact the Personnel Officer, Liverpool Polytechnic, Rodney House, 70 Mount Pleasant, Liverpool L3 5UX (Tel. 051 207 3551 ext. 2518/2519) to whom applications must be returned not later than Friday 20th September, 1985.

Liverpool Polytechnic is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (151750) H1

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Liverpool Polytechnic is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (151750) H1

Department of Building & Civil Engineering

Polytechnics continued

The Polytechnic of Central London

Applications are invited for the following academic posts which have arisen following re-organisation of the Academic Department's Office

1/SENIOR ADMINISTRATIVE OFFICER (RESEARCH/RESOURCES)

To work as a member of the Academic Department, with particular responsibility for the Research and Resources Committee and the Staffing Sub-Committee.

2/DEPUTY FACULTY REGISTRAR

Faculty of Social Sciences and Business Studies. Duties include acting as a deputy registrar in higher education, supervision of Registry and other related to examination regulations, and procedures and acting as Secretary to the Faculty Research and Staff Development Committee.

Applicants should have had previous committee experience, preferably in an educational institution.

Salary for both posts: £10,000-£11,000 inclusive of London Allowance, starting point dependent on qualifications and experience.

Application forms and further details are available from the Personnel Office, PCL, 309 Regent Street, London W1R 8AL. Closing date 20 September 1985.

Kingston Polytechnic

Faculty of Business and Social Science

LECTURER II HALF-TIME POST IN POLITICS

(Temporary appointment)

Applications are invited for a half-time position in Politics for the academic session 1985/86. The person appointed will be expected to teach British Politics and Local Government.

Salary in the range £8,285-£13,177 including London allowance.

Application forms and further details from Personnel Office, Kingston Polytechnic, Penryn Road, Kingston upon Thames KT1 8BT. Tel: 01-546 1365, Ext. 381.

Closing date 12th September 1985. (51711)

Colleges of Further Education

Department of Arts Division of Art and Design

Required for January, 1986

LII/Senior Lecturer in Craft, Design and Technology

The person appointed will join an expanding team of tutors responsible for a wide range of initial teacher training and in-service work in Craft, Design and Technology and for B.A. courses in Art and Design. He/she will be responsible for developing the engineering design aspects of this integrated area.

Candidates should have a good honours degree including practical experience of working engineering materials and have qualified teacher status.

Further information and application forms may be obtained from: The Assistant Director (Staffing), Crewe + Alsager College of Higher Education, Alsager, ST7 2HL.

Closing date for completed applications is Monday, 30th September, 1985.

Crewe+Alsager College of Higher Education

SELY OAKS COLLEGES

will appoint from September 1986 a

LECTURER IN BIBLICAL STUDIES

Emphasis on application of Biblical insights in personal and political life, Christian mission and interfaith dialogue.

New Testament expertise essential

Closing date: 11th October, 1985.

Further details from:

Chief Administrative Officer,

Selly Oak Colleges,

Birmingham B29 6LQ.

Manchester Polytechnic

Centre for Educational Development and Training (C.E.D.T.)

RESEARCH ASSISTANT POST

On a Project to: Identify, Appraise and Commission Professional Development for T.E. Staff (1985-1986)

Applicants for the post of Research Assistant (either full-time or part-time) are invited to the above Project 11 November 1985 - 31 July 1986.

A working knowledge of T.E. and/or H.E. is expected.

Salary is dependent upon qualifications and experience.

For further details and application forms, please send a self-addressed envelope marked 'C.E.D.T.' to the Secretary, Manchester Polytechnic, All Saints, Newton Road, M13 9PL. Closing date for applications 20 September 1985.

Manchester Polytechnic is an equal opportunities employer. (51685)

Sunderland Polytechnic

Faculty of Art/Design Department of Applied Studies

ASSOCIATE LECTURER IN TEXTILES

Salary Scale S.1.1: £11,175-£13,125 bar £14,061 (Oro rate).

This is a permanent post equivalent to 60% full-time commitment at Senior Lecturer level. Candidates should be practising textile designers with experience of teaching at degree level and should be well qualified in one or more of the following areas: Weaving, Textile Design, Knitting, Embroidery, Printed Textiles.

An application form and further particulars may be obtained from the Personnel Office, Sunderland Polytechnic, Langham Tower, Ryburn Road, Sunderland, S6A 7EE, or telephone (0785) 7621. Ext. 1.

Closing date: 23rd September 1985.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Colleges of Further Education continued

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

SENIOR LECTURER/LECTURER

GLASGOW COLLEGE OF BUILDING AND PRINTING 60 North Hanover Street, Glasgow G1 2BP. (041 332 9888)

PHOTOGRAPHY SENIOR LECTURER A

Relevant degree and/or high professional qualification and recognition; experience in visual media or related audio visual production; and preferably have had academic and administrative experience within further or higher education.

CONSTRUCTION LECTURER A

Degree or higher degree in a construction discipline and relevant professional qualifications. Varied professional/industrial experience preferably related to building technology and materials with related research, to teach one or more of building construction services, architectural design and practice, management, maintenance.

Salaries: Senior Lecturer £12,777-£14,184 (bar) £16,104. Lecturer A £8,898-£12,777 (bar) £13,716.

Placing on the salary scale will be given for relevant experience.

Forms of application and further particulars can be obtained from the Principal of the College concerned to whom applications should be returned not later than 20th September, 1985.

Edward Miller Director of Education

(72050)

2 STAFF TUTORS

Salary Scale: £12,522-£16,578 (under review)

Required from 1 January 1986 2 staff tutors with experience in management development and training to contribute to the teaching programme of this expanding College. Applications welcomed from men and women in education, other public sector services, or industry/commerce.

Appointments may be made to permanent posts, or on short-term contracts (3-5 years), or on secondment from present posts (2-3 years).

Further details from the Registrar and Clerk to the Governors, The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG (Tel: 0761-62503) to whom applications should be returned by 27 September 1985.

CROYDON COLLEGE

HEAD OF FACULTY OF TECHNOLOGY

(Burnham Head of Department—Grade VI)

Croydon College is a Group 9 College, currently organised into four Faculties and serving the needs of both Croydon and the South-East Region.

The Faculty of Technology has a high proportion of degree-level teaching and is committed to the development of short courses in high technology areas.

The ideal candidate will:

- Be a graduate in Electrical/Electronic or Mechanical Engineering and/or a Corporate Member of the I.Mech.E., I.E.E. or I.E.R.E.;
- Possess substantial managerial experience (preferably with a systems engineering bias);
- Demonstrate an ability to manage change.

In addition, the candidate should:

- Demonstrate credibility with teaching staff (either by possession of teaching/lecturing experience or by other suitable means);
- Be sympathetic to cross-Faculty developments.

The salary for this post will be in accordance with the current Burnham Education Award which is at present:

GRADE VI HEAD OF DEPARTMENT—£18,042-£19,815 p.a. (including the London Weighting Allowance)

(Salary award pending)

Further details and application forms may be obtained from the Assistant Principal (Personnel), Croydon College, Potters, Croydon CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement.

(72040)

PLEASE MENTION THE T.H.E.S. WHEN REPLYING TO ADVERTISEMENTS

WEST SUSSEX Worthing Colleges of Design and Technology Vice-Principal

Applications are invited for this newly created post of Vice-Principal of the Worthing Colleges of Design and Technology. The appointment will take effect from the Summer Term 1986 on the federation of the Worthing College of Technology and the West Sussex College of Design. The appointment is made to the two colleges but the duties will primarily be in the area of Technology. Salary will be within the range for Vice-Principals, Group 7.

Forms and details are available by telephoning Worthing 502500 Ext. 212 or writing to the Southern Area Education Officer, 15 Mill Road, Worthing, West Sussex, BN11 4NH, large s.a.e. please.

Closing date: 20 September 1985.

North Cheshire College

Director: William E. Buckley

Applications are invited for the post of DEPUTY DIRECTOR (Grade 7)

which is currently vacant consequent upon the appointment of the previous postholder to a Directorship elsewhere.

The College is a major provider of higher, further and community education.

Further details and application forms available from: (SAE please) Head of Administration, North Cheshire College, Padgate Campus, Farnhead, Warrington, Cheshire WA2 0DB.

Closing date for applications: MONDAY 30th SEPTEMBER 1985

Colleges and Institutes of Higher Education

the College of Ripon & York St John

Applications are invited for the following posts in this Church of England Voluntary College of Higher Education (1800 men and women). The appointments will be at appropriate points on the Lecturer Grade II/Senior Lecturer scales £7,548-£14,061. The appointments will date from 1st January 1986.

LANGUAGE STUDIES AND LINGUISTICS

The successful candidate will have had a formal training in linguistics and will be expected to make a particular contribution in the area of language and education. Knowledge of the linguistics of a language other than English would also be welcome.

MATHEMATICAL EDUCATION

A well qualified person with recent teaching experience, preferably at primary school level is required. The successful candidate will contribute to initial teacher education (B.Ed. and P.G.C.E.) and to in-service work for teachers. An ability to teach academic courses in mathematics would be an advantage.

RELIGIOUS STUDIES

The successful candidate will contribute to Religious Studies and Religious Education courses in B.Ed. and B.A. degree programmes as well as at post-graduate level. Applicants must be good honours graduates with recent and successful school teaching experience.

Further details and application forms may be obtained from The Principal, College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than MONDAY 30th September 1985.

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

BRETTON HALL

(College of Higher Education affiliated to the University of Leeds)

LECTURER II/SENIOR LECTURER IN ACTING

£7,548-£12,099-£14,061 (under review)

with special reference to teaching the B.A. Honours Degree in Theatre Arts validated by the University of Leeds. The course is concerned with the education and training of acting actors, leading to the professional theatre for their future careers.

Application forms and further details available (on receipt of a s.a.e.) from the Principal, Brettton Hall College of Higher Education, West Bretton, Wakefield, West Yorkshire WF4 4LQ, to be returned by 28th September 1985.

(72040)

Awards

THE BRITISH ACADEMY Research Awards 1985-6

Applications are invited for grants to support research within the humanities and social sciences from the following research funds administered by the British Academy:

1. Personal Research Grants

(a) Small Grants in the Humanities (Applications restricted to staff of universities or other institutions of higher education in the United Kingdom. Maximum grant £2,000.)

(b) Other Personal Grants (All persons normally resident in the United Kingdom eligible to apply. Grants cover whole field of the Humanities and Social Sciences.)

Closing dates: the end of September, December, February and April.

(c) Larger Personal Grants (Applications restricted to staff of universities or other institutions of higher education in the United Kingdom. A limited number of grants available. Maximum grant £10,000.)

Closing date: 30 April.

2. Collective Research Grants

(For group research projects: work conducted on behalf of academic institutions, societies or other learned bodies; expeditions involving fieldwork; archaeological excavations.)

Closing date: 31 December.

3. British Academy Overseas Exchange and Special Programmes

(Special programmes relating to research in the USA, East Europe, West Europe, China and Japan. A limited number of travel grants are available for speakers at overseas conferences.)

Closing dates: the end of September, December, February and April (except for applications to visit China, which must be received by 1 September and 1 March).

4. Thank-Offering to British Research Fellowships

Closing date: 31 March.

Applications should be related to original research at a post-doctoral or equivalent level; persons who are normally resident in the United Kingdom are eligible to apply. Consideration cannot be given to funding research directed towards obtaining an academic or professional qualification.

Further details and application forms may be obtained from The Secretary, The British Academy, 20-21 Cornhill Terrace, London NW1 4QP; Tel: 01-487 5968.

(72047)

REMINDER

Copy for Classified Advertisements In

The T.H.E.S. should arrive not later than

10am Monday preceding publication.

Colleges and Institutes of Higher Education continued

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION SWANSEA

Applications are invited for the following academic vacancies:

Dean of Faculty of Construction (Burnham HOD IV)

Candidates should be graduates and/or professionally qualified in an academic discipline associated with Construction and should have experience of both teaching and the industry. The Faculty offers a range of courses extending from craft to undergraduate and professional levels. A knowledge of BTEC procedures and familiarity with the CITEB are essential.

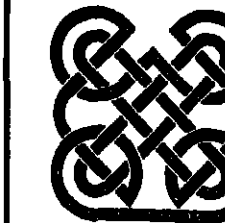
Dean of Computing Services (Burnham HOD IV)

Applicants should be highly qualified in Computer Studies and have had educational, commercial and industrial experience. The successful applicant will have the responsibility for the operation of the central computer service as well as a co-ordinating and advisory role across the Institute. The Institute is seeking a person with leadership potential to develop the range of courses necessary as information technology extends across the range of courses within the Institute. A commitment to educational research and consultancy is essential. The possession of a higher degree would be an advantage.

Salary Scale Burnham Head of Department IV - £14,799 - £16,578 (under review).

For further details and application form please write enclosing a stamped addressed envelope to: The Principal, WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION, Townhill Road, Swansea, SA2 0UT.

Closing date: 20th September 1985



WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION SWANSEA

Applications are invited for the following academic vacancies:-

FACULTY OF ART & DESIGN

Lecturer I History of Design

Candidates should be graduates specialising in the History of Art and Design. The person appointed will contribute to HND programmes in Architectural Stained Glass, Ceramics, Photography and Technical Illustration. Teaching experience would be an advantage. An interest in research and familiarity with BTEC standards would be beneficial.

Lecturer I Three Dimensional Design

Applicants should be well qualified Artists/Designers with an imaginative approach capable of introducing all aspects of three dimensional design into a range of BTEC courses. The successful applicant should specialise in ceramics and be capable of contributing to other areas associated with three dimensional design.

FACULTY OF BUSINESS ADMINISTRATION

Senior Lecturer in Economics

Applicants should be well qualified and able to teach economics on degree and professional courses. The possession of a higher degree and an interest in research and consultancy would be an advantage. Candidates should have industrial/academic experience and an understanding of CNA and BTEC regulations would be beneficial.

Senior Lecturer in Business Studies

Candidates should be graduates in Business Studies specialising in one or more of the following fields:- Marketing, Tourism, Recreation or European Studies. An understanding of the impact of Information Technology on business practices would be beneficial. The person appointed will teach on a range of courses within the Faculty and contribute to the development of a research and consultancy programme.

Senior Lecturer in Accountancy

A Senior Lecturer in Accountancy is required able to teach either economics or law as a second discipline. Experience in the application of IT and computerized business systems would be an advantage. The successful applicant will teach financial accountancy to a range of degree and professional courses. An understanding of BTEC and CNA procedures would be advantageous.

FACULTY OF ELECTRONIC ENGINEERING

Head of School of Electronics (Principal Lecturer)

Applicants should be graduates who possess a higher degree in Electrical Engineering or Electronics. The successful candidate should have a good industrial background and teaching experience within higher education. Knowledge of BTEC and CNA would be particularly useful as well as an understanding of the MSC. An interest in research would be a necessary feature of the person appointed.

Senior Lecturer in Microelectronics

Candidates should be graduates specialising in Electronics and Micro-electronic Systems. The possession of a higher degree would be an advantage. The successful applicant should have industrial or post graduate research experience. Teaching experience and a knowledge of CNA and BTEC would be beneficial.

Senior Lecturer in Communication Engineering

Applicants should possess a higher qualification and be able to contribute to the teaching of Telecommunications; Digital Data Transmission; Satellite Communications and Computer Technology. Experience of teaching in higher education would be an advantage as well as a research background. The successful candidate will be expected to contribute to the development of a B.Eng. degree.

FACULTY OF INFORMATION STUDIES

Lecturer I Mathematics

Applicants should be well-qualified graduates in Mathematics. The successful candidate will be responsible for the teaching of Mathematics across a range of courses including degree programmes. A knowledge of BTEC regulations and teaching experience would be an advantage. The possession of a higher degree and an interest in research is desirable.

Senior Lecturer in Systems Analysis and IKBS

Applicants should be well qualified graduates with appropriate industrial or commercial experience. Candidates should be able to offer Systems Analysis; and an understanding of IKBS is particularly important. A higher degree and an interest in research would be an advantage. Teaching duties will include BA (Honours) Business Studies, and HND courses.

Senior Lecturer in Occupational Psychology

Applicants are invited from specialists able to offer one or more of the following fields:- Occupational/Industrial Psychology, Ergonomics or Organizational Behaviour. Candidates should be graduates and the possession of a higher degree would be an advantage. Applicants should possess appropriate commercial or industrial experience and a research background would be advantageous. Teaching duties will include BA (Hons) Business Studies, and HND Courses.

FACULTY OF TECHNOLOGY

Head of School of Computer Aided Engineering (Principal Lecturer)

Applicants are invited from well-qualified graduates who possess good industrial experience in one of the following:- Control applied to Mechanical Manufacturing Systems; CAD; Manufacturing including CAM and Robotics. The successful applicant should have an interest in research/consultancy and teaching experience would be an advantage. The person appointed will be responsible for developing CAE courses and establishing a FMS facility.

Senior Lecturer in Fabrication and Welding

Candidates should be graduates, preferably with post-graduate qualifications in Welding Technology. The successful candidate will contribute to the recently approved HND in Fabrication and Welding Engineering and other HND courses. Previous teaching experience and a research/consultancy background would be an advantage.

Senior Lecturer in Manufacturing Engineering

This permanent post is funded under the Welsh Office for Information Technology. Applications are invited for this important post. Candidates should be graduate Engineers experienced in Design and Manufacturing, with an interest in CAM, FMS, Robotics and Automation. Recent industrial experience would be an advantage.

Research in Manufacturing Systems (Two Year Fixed Term Appointments)

The post is funded under the Welsh Office Initiative for 'Information Technology'. Applications are invited from recent graduates in Mechanical or Production Engineering with a specific interest in Integrated Manufacturing Systems. The successful applicant will be expected to register for a research degree.

SALARY SCALE

Principal Lecturer £13,095 - £14,580 Bar-£16,487 (Under review)

Senior Lecturer £11,175-£14,186 Bar-£12,099 (Under review)

Lecturer I £8,810-£10,176 (Under review)

Research Associate £5,161-£7,176 (Under review)

For further details and application form please write enclosing a stamped addressed envelope to:-

The Principal

West Glamorgan Institute of Higher Education

Townhill Road, Swansea SA2 0UT

(72049)

University of Toronto
 127 St. George Street
 Toronto, Ontario
 M5S 1A5
 Canada
 Tel: (416) 978-2811
 Fax: (416) 978-2811
 Email: info@utoronto.ca
 Website: www.utoronto.ca

quest. (31706)

Overseas continued

Overseas Appointments

Solomon Islands

The Government of the Solomon Islands requires the services of the following to be based within the Solomon Islands College of Higher Education:

SENIOR LECTURER - English

The duties include teaching 'English for Special Purposes' programmes for various courses in the Schools of Industrial Development/Finance and Administration; course development; the setting and organisation of examinations and approximately ten hours contact teaching per week.

There will be extensive liaison with Heads of School and Directors on the general organisation of English teaching throughout the college and the relevant resource material required.

Applicants should be aged 30-50, and possess an Honours degree in English ideally with a post-graduate qualification in EFL/ESL and a minimum of five years teaching experience. Previous overseas experience will be an advantage. Reference AH312/JMC/THES/1.

SENIOR LECTURER - Mathematics

The main duty of this post is the training of students to teach Mathematics to Primary and Secondary Schools together with the upgrading and retraining of associated staff.

Additional tasks will be the planning and mounting of courses for the Diploma in Education (secondary and primary) and the Certificate in Teacher Training (primary); supervising the practice of methodology and co-ordinating the teaching of Mathematics in schools and assisting in curriculum development.

Applicants should possess an Honours degree in a branch of Mathematics or another degree with a major sequence in Mathematics, together with a professional teaching qualification and at least five years teaching experience, preferably including experience in a developing country. Primary school teaching would be an advantage. Reference AH312/JMC/THES/2.

The appointments are on contract to the Government of the Solomon Islands for periods of two years. Local salaries are in the range S.I. \$7,206 to \$9,894 pa, plus a tax free supplement, payable by ODA, in the range £2,432 to £2,636 pa. Terminal gratuity of 25% of local salaries may also be payable on satisfactory completion of contracts. Other benefits include free passages, children's education allowances and subsidised accommodation.

Exchange rate as at August 1985 - £100 stg - 2,1100 S.I. Dollars.

For full details and application forms, please apply within 21 days, quoting appropriate reference and post concerned and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 381, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G76 8EA.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

University of Natal
Pietermaritzburg
Department of Sociology

Applications are invited from suitably qualified persons for the post of Lecturer in the Department of Sociology.

LECTURER

Though of recent origin, Sociology is a fully established department in the Pietermaritzburg Centre of the University. A necessary qualification for the post will be an ability to teach Research Methods and Methodology at various levels of study. Teaching in other selected areas of the discipline with at least one area of specialisation, preferably Urban Sociology is also a requirement. An interest and demonstrable experience in empirical research will be a recommendation. The successful candidate will be motivated to participate in the development of an expanding department. Duties are to be assumed as early in January 1986 as possible.

The appointment carries an attractive salary package, details of which are obtainable from the Staffing Section on request (Tel: 031 63350). The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

Application forms, further particulars of the post, and conditions of service are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, 3200, with whom application on the prescribed form must be lodged not later than 27 September 1985 - quoting reference PH354/85.

Application forms for overseas applicants are available from the Secretary, South African Universities Office, Chichester House, 218 High Holborn, London WC1V 7HE. (51584) R14

EUROPEAN HISTORY

Pending budgetary approval, one-year, visiting position for the 1986/87 academic year in Modern European History, speciality in France or German (preferred) (possibility of renewal). Ph.D. required.

Rank and salary commensurate with teaching experience and publications. Lecturer or professional series.

Send application materials to: Dr. J. H. L. van der Meer, 1, 1985 to Professor David Luff, History Dept., C-004, University of California, San Diego, La Jolla, CA 92037, U.S.A. (51709) HT4

PLEASE MENTION
THE T.H.E.S.
WHEN REPLYING TO
ADVERTISEMENTS

ilea Inner London Education Authority

Education Officer: William H. Stubbs
Chief Inspector:
David H. Hargreaves

These posts are available because of promotions and retirements and recent important changes in the structure of the Inspectorate.

In May 1986 the IEA will become the first directly elected Education Authority. These posts provide opportunities to contribute to the development of education in Inner London as part of an experienced team of some 140 professional educationists. Candidates of the highest calibre are now sought for the following posts, some of which are new. Applicants must demonstrate a thorough understanding of education practice and have a commitment to the Authority's policies on equality of opportunity (race, sex, and class).

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

Staff Inspector (English)

To lead and co-ordinate the work of a vigorous and imaginative team of Specialist Inspectors, Wardens and Advisory Teachers. She or he will be responsible for developing all aspects of English in the Authority's Schools and will also advise as necessary in respect of establishments of higher and further education.

Applicants should have good academic qualifications, substantial experience in teaching and advisory work and an extensive knowledge of recent developments in the subject.

Staff Inspector for Careers Education & Guidance

To lead a team to advise upon and inspect all aspects of careers education in secondary schools, special schools and colleges of further and higher education.

Applicants should have appropriate academic qualifications together with substantial relevant experience as a careers adviser/teacher/lecturer/officer.

Staff Inspector for Science and Technology in Further and Higher Education

To inspect, advise upon and co-ordinate the work of specialist inspectors in, construction, engineering, physical/biological sciences, and the new technologies, in the post-school sector. The person appointed will contribute as a specialist in one of these fields.

Extensive experience, including senior management responsibility, in FHE is required.

Staff Inspector for Business Education

To inspect and advise upon business education and to co-ordinate the work of three inspectors for business education in the Authority's schools, colleges and polytechnics. The person appointed will contribute as a specialist in one of the main fields of business, law, and management education.

Inspector for Business Education (District Rank)

To inspect and advise on business education and related studies in schools, colleges and polytechnics. Wide experience of the field and a particular interest in the applications of microtechnology are required.

Inspector for General Education in Further, Higher and Community Education (District Rank)

To inspect and advise on a wide range of general and vocational courses in the Authority's Further Education Colleges. Knowledge of MSC/YTS developments and of provision in further and adult education for the disadvantaged and those with special educational needs is required. Applicants should have a record of curriculum innovation.

Salary range for the above

District Rank posts:-
£19,884-£21,540

Plus £1,494 London Weighting Allowance

Application forms and further details are available from the Personnel Services Division (EO/Estab 15), Room 366, County Hall, London SE1 7PB. Please indicate clearly which post(s) you are interested in. Please enclose an SAE. Closing date for the return of completed application forms is 27 September 1985.

Posts suitable for job sharing unless otherwise stated.

Overseas continued

Technical Education Posts Overseas

Botswana Polytechnic

Principal

Duties: to be responsible to the Botswana Ministry of Education for the administration of the Polytechnic and the implementation of policy.

Qualifications: candidates must possess either an engineering degree or be a corporate member of a recognised Engineering Institution, and have appropriate industrial teaching and administrative experience as Head of Department. Candidates must be British with a UK educational background.

Preferred age 40-57.

Salary: a basic salary paid locally of Pula 15,828 (£1-P24 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of £7,320 (single) or £9,024 (married). Reference: 85 K 12TH

Head of Department of Civil Engineering

Duties: to develop, organise and administer a major department of the Polytechnic; to lecture in subject specialisation for 12 hours per week up to HFD level; to participate in selection of potential students and their suitability for the course; to mount specialist courses, if appropriate, as requested by employers and to undertake any other duties as required.

Qualifications: a degree or HND in Civil Engineering plus six years' FE teaching and five years' industrial experience, a Master's degree plus six years' experience in lecturing and/or industry. Experience as Head of Department desirable. Candidates must be UK citizens with a British educational background.

Preferred age 35-55.

Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,989-15,400 (£1-P24 approximately) plus a normally tax free supplement paid by the British Government under its aid programme ranging from £5,484-£5,904 (single) or £6,688-£6,688 (married). Reference: 85 K 10TH

Lecturer in Mechanical Engineering (Fluids)

Duties: to teach Mathematics, Technical Drawing, Engineering Science and Workshop Technology on UGL courses 256 and 800 (HTD) Series, and Fluid Mechanics on UGL course 800 (HTD) Series; to assist in the organisation and development of laboratories; to set and mark internal examinations; to carry out any other duties as may be required by the Principal or Head of Department.

Qualifications: HNC/HND or equivalent in Mechanical Engineering, minimum of five years' relevant industrial experience and four years' FE teaching experience. Teaching qualification desirable. Candidates must be British with a UK educational background.

Preferred age 30-50.

Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,384-11,844 (£1-P24 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of £5,112 (single) or £7,704 (married). Reference: 84 K 10TH

Benefits for all posts include: 25 per cent terminal gratuity on basic salary, free air passages for appointee and dependent family members plus baggage allowance. Appointees may also be eligible for children's boarding school allowances, holiday visits for UK based children and appointment grant.

Contracts: initially for 30-36 months with the Government of Botswana, starting as soon as possible. Closing date for applications: 27 September 1985.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

NANYANG TECHNOLOGICAL INSTITUTE

CAREER OPPORTUNITIES IN SINGAPORE FOR ENGINEERING PROFESSIONALS

Career opportunities exist in Singapore for engineering professionals who like teaching and are looking for challenging jobs in tertiary institutions.

The Nanyang Technological Institute, fully supported by the Government of Singapore, offers engineering degree courses with an emphasis on engineering applications. It aims at producing practice-oriented engineers. The Institute is one of the two institutions in Singapore that provide engineering education at the university level.

There are vacancies in the Institute's three schools of engineering. Candidates specialising in the following areas are particularly needed:

Electrical & Electronic Engineering

Digital electronics and communications
Digital control systems
Control and instrumentation
Computer engineering software and hardware
Data base/data communication technology
Computer aided design, manufacture and testing
Electrical drives and traction

Mechanical & Production Engineering

Engineering production
Mechanical design
Mechanical engineering

Civil & Structural Engineering

Structural and construction engineering
Water resources and environmental engineering
Geotechnical and transportation engineering
Engineering mathematics and computing
Engineering economics and accounting
Surveying and mapping

QUALIFICATIONS

Candidates should have --
a) Higher degrees in relevant fields of engineering, and
b) Sound professional/teaching experience in engineering

ANNUAL EMOLUMENTS

Professor	from S\$114,808 to S\$151,353
Associate Professor	from S\$ 92,736 to S\$127,731
Senior Lecturer	from S\$ 59,897 to S\$105,859
Lecturer	from S\$ 31,845 to S\$ 68,020

The gross annual emoluments include a 13th month allowance and an income payment equivalent to a half-month's salary payable to eligible staff in December and July respectively every year.

The level of appointment and the point of entry will depend on candidate qualifications and experience.

In addition to the salary, the Institute contributes 25% of the staff member's monthly salary (subject to a maximum of S\$1750 a month) towards the Central Provident Fund Scheme to which the staff member also contributes 25% of his monthly salary up to a maximum of S\$1600 a month. This maximum will be increased to S\$1750 from July 1986. The amount standing to the credit of the staff can be withdrawn when he reaches the age of 55 or when he leaves Singapore/Malaysia permanently. The sum withdrawn is tax exempt.

The Institute provides housing at a highly subsidised rate. Other benefits include car loan, education allowance, gratuity, medical benefits, annual leave and passage assistance.

The Institute encourages its staff members to undertake outside consulting work of a specialist nature. Staff members are permitted to earn and retain such consultation fees up to 80% of their annual gross salaries.

Candidates wishing to be considered should write to --

The Registrar
NANYANG TECHNOLOGICAL INSTITUTE
Upper Jurong Road, Singapore 2263

giving their curriculum vitae and the names and addresses of three referees

THE UNIVERSITY OF CALGARY

Chair of Christian Thought

The University of Calgary, Faculty of Humanities, invites applications for an appointment to the Chair of Christian Thought associated with the Department of Religious Studies, commencing July 1, 1986.

Appointment will be at the Full Professor level. Candidates should have an outstanding record of scholarship in the field.

The Chairholder will: serve as a resource person to The University of Calgary and the southern Alberta community; be engaged in the normal university activities of research and scholarship; have formal teaching responsibilities to a limit of one graduate course per term; and be expected to present a number of public lectures mutually agreed upon by the appointee and the University. Salary is contingent upon rank and experience with the term of tenure negotiable.

All qualified individuals are encouraged to apply, but in accordance with Canadian Immigration requirements, preference will be given to Canadian citizens and permanent residents.

Candidates should forward an application with curriculum vitae and three letters of reference prior to October 31, 1985 to:

Chair of Christian Thought
Office of the Vice-President (Research)
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4

ANNOUNCEMENT

Henry R. Luce Professor in the Social Implications of Biotechnology

Cornell University

The Henry Luce Foundation has funded a named professorship in the social implications of biotechnology at Cornell University to begin in the 1986-1987 academic year. Nominations and applications are now sought for this professorship. Candidates should have demonstrated interest in the social implications of biotechnology and be able to create a research and teaching program on these issues. A successful candidate will show major research interest and publications in one or more applicable areas (history and/or philosophy of science, law, economics, public policy, etc.).

We also encourage nominations of and applications from scientists (biologists, geneticists, biochemists, molecular biologists, chemists, etc.) with proven research interests and substantial publications in the philosophical, historical, or social implications of biotechnology. The appointment will be made in an appropriate academic department but the incumbent will also be associated with Cornell's newly formed Biotechnology Program, and potentially with other interdisciplinary programs as well.

Nominations, inquiries, and applications may be directed to Prof. Sander L. Gilman, Chair, Luce Search Committee, 173 Goldwin Smith Hall, Cornell University, Ithaca, New York 14853, (telephone: 607-255-5265 or telex: 937 478 Cornell lta).

Applications should be received by November 1, 1985.

Cornell is an equal opportunity employer.

The Times Higher Education Supplement

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